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ABSTRACT

This curriculum guide outlines the course content, skills, and suggested classroom activities for English/language arts instruction in grades six through nine. The first section of the guide contains course content outlines for each grade level, listing learner objectives, the skills associated with these objectives, and the page numbers of related instructional activities that appear in the guide. The second section of the guide lists the specific instructional activities, with notes on the content, objective, and appropriate grade levels. Instructional activities that are listed include vocabulary development, literal comprehension, interpretive and critical comprehension, oral and written composition, study skills, and proofreading/editing skills. The third section of the guide offers skills continuums for reading and for writing, noting the page numbers of the activities and the grade levels at which the specific skills should be introduced, taught, mastered, and maintained. Information on writing evaluations, audiovisual materials, and recommended readings for teachers is contained in three appendixes. (RL)

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ENGLISH AND LANGUAGE ARTS CURRICULUM GUIDE

Grades 6-9

Bulletin 1589

Issued by

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J. KELLY NIX

State Superintendent

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INTRODUCTION

Act 750 of the 1979 Louisiana Legislature established the Louisiana Competency-Based Education Program. One of the most important provisions of Act 750 is the mandated development and establishment of statewide curriculum standards for required subjects. These curriculum standards include curriculum guides which contain minimum skills, suggested activities, and suggested materials of instruction.

During the 1979-80 school year, curriculum guides for English language arts were developed by advisory and writing committees representing all levels of professional education and all geographic areas across the State of Louisiana. The major thrust of the curriculum development process in each of the guides has been the establishment of minimum standards for student achievement. The curriculum guides also contain activities designed to stimulate learning for those students capable of progressing beyond the minimums.

During the 1980-81 school year, the English language arts curriculum guides were piloted by teachers in school systems representing the different geographic areas of the state as well as urban, suburban, inner-city, and rural schools. The standard populations involved in the piloting reflected also the ethnic composition of Louisiana's student population. Participants involved in the piloting studies utilized the curriculum guides to determine the effectiveness of the materials that were developed. Based upon the participants' recommendations at the close of the 1980-81 pilot study, revisions were made in the curriculum guides to ensure that they are usable, appropriate, accurate, comprehensive, and relevant.

Following the mandate of Act 750, curriculum standards for all required subjects are now ready for full program implementation. The statewide implementation is not, however, the end of the curriculum development process. A continuing procedure for revising and improving curriculum materials must be instituted to ensure that Louisiana students have an exemplary curriculum available to them--a curriculum that is current, relevant, and comprehensive. Such a curriculum is essential for the achievement of the goal of this administration which is to provide the best possible educational opportunities for each student in the public schools of Louisiana.

I wish to express my personal gratitude and that of the Department of Education to each educator whose efforts and assistance throughout the curriculum development processes have been and continue to be vital to the attainment of our curriculum goals.

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RATIONALE

There is a growing desire among educators, legislators and parents for literacy instruction to be given highest priority in the schools. In order to achieve this goal, the state legislature has mandated that some highly specific reading and writing skills be taught, mastered, and tested. Since the mandated skills comprise only a small part of the total communication process, the Language Arts Curriculum Committee has expanded the skills listing and has arranged those skills into a course content for each grade level. This arrangement reflects four philosophical principles which the committee believes must underlie all literacy instruction. These four principles are consistent with current research in the language arts.

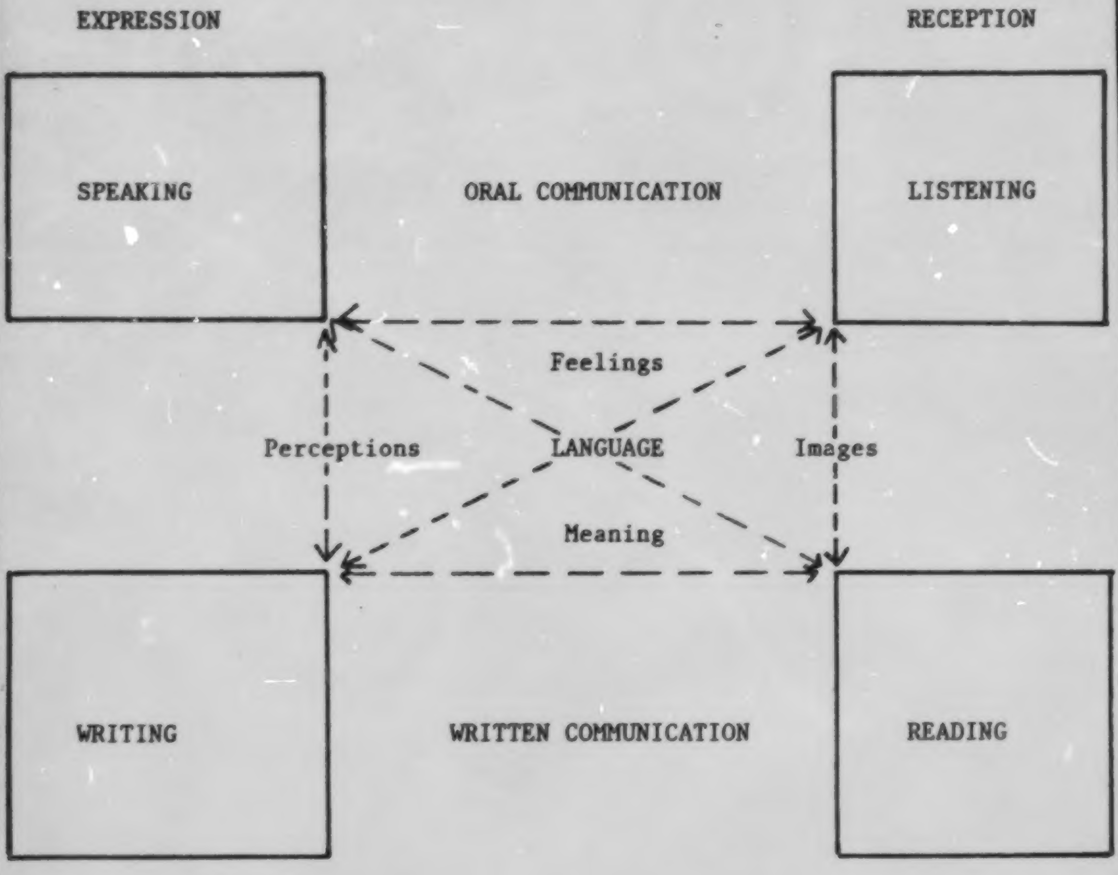
1. Reading, writing, speaking, and listening are inseparable components of the language-communication process. Listening and reading involve comprehension processes; speaking and writing involve production processes. The interrelationship of these components is presented graphically in the communication model on the following page. A speaker or writer may express a message based on ideas, feelings, images, and perceptions by using the complexities of language. The message, transmitted through oral or written channels to a listener or reader is decoded and related to the receiver's own perceptions. These processes are cyclical.

2. Because the language arts are interrelated, reading and writing communication cannot be taught as a set of isolated skills, but instead must be taught in the context of the actual reading and writing processes. Reading skills hierarchies should not dictate a sequence of exercises to be done out of the context of the reading process since comprehension is the goal of reading instruction. Likewise, the mechanics of writing are most appropriately taught at the revision stage of the writing process since effective communication is the goal of that process.

3. These four language arts strands are processes rather than content, and with continuing instruction the learner will become more proficient in each area as he progresses through the grades. At the junior high and secondary levels, specific literary selections and grammar exercises serve as means of promoting achievement in the receptive and expressive processes which are the life skills, the learner's tools for acquiring and transmitting all further learning.

4. All varieties of language have value and are useful in different situations and with different audiences. However, to insure a common medium for cross-cultural communication in the worlds of business and government that touch us all, schools must provide the opportunity for children to learn and practice standard English patterns.

INTERRELATED COMMUNICATION MODEL


EXPRESSION
RECEPTION
SPEAKING
ORAL COMMUNICATION
LISTENING
Feelings
Perceptions
LANGUAGE
Images
Meaning
WRITING
WRITTEN COMMUNICATION
READING

HOW TO USE THE GUIDE

The four principles presented in the rationale provide the philosophical basis for the teacher for whom this guide has been designed. The interrelatedness of all areas of language arts is a primary focus of the program. In order to use this document effectively, the teacher must become familiar with each of the three major segments and its relationship to other elements of the program. The three major segments are the course content for each grade level, the suggested activities, and the skills continuum.

I. COURSE CONTENT

The course content pages are the key to the effective use of this guide. Objectives and their corresponding skills are the framework for a year's work in language arts. The following chart explains the structure of the course content pages:

1. Broad divisions repeated at each grade level
    - a. Reception - Reading/Listening
    - b. Expression - Writing/Speaking
    - c. Aids to Comprehension and Expression
2. Major Concepts - the general skill area
3. Learner objectives - what the child is to learn
4. Skills - specific things to teach
5. Activity pages - ideas for teaching the skills

COURSE CONTENT, GRADE 8

① RECEPTION - READING LISTENING

② Literal Comprehension

③	④	⑤
I. Selects main idea and supporting details in sentences, paragraphs, and stories	A. Selecting topic sentences	102, 103
	B. Selecting key word in sentences and paragraphs	101, 104, 105, 106

The underlined activity page number to the right of a particular skill denotes an activity designed specifically for teaching that skill. The remaining page numbers indicate activities providing practice in that skill but not having the skill as its major objective. If a skill has been introduced at a lower grade level, the "practice" activity may be sufficient for maintenance.

Three specific points should be stated here:

1. The course content for each grade level contains skills in addition to those in the minimum standards in an attempt to present average, on-grade level content rather than minimum content.

2. The teacher can adjust this on-grade level course content for students performing below or above grade level by using the types of activities designed for lower or higher grades, and by selecting classroom materials appropriate to the student performance level.

3. The sequence of concepts in the course content provides readability and logical order only and does not imply instructional sequence. The effective teacher will, in keeping with the rationale of this guide, interrelate the various concepts as classroom teaching plans are developed.

II. SUGGESTED ACTIVITIES

Activities developed to support the course content are given as samples to illustrate the integrative rather than isolated, approach to skills development. Most are appropriate to more than one grade level and, consequently, all have been placed together providing a pool of instructional activities from which teachers may draw. The numbers in the upper right of each activity page suggest the grade level for which the activity seems most appropriate.

Each activity is presented under a major content heading. A performance objective supporting the broader learner objectives, as stated in the grade level course content, is presented to guide specific lesson planning. In keeping with the integrative approach, additional skills that may be developed through a given activity are also listed. Consequently, each activity is keyed to these secondary skills as well as to the primary one.

The guide includes only a few sample activities for teaching grammar, spelling, and writing mechanics. Textbooks and workbooks provide ample drill-type practice for these skills. Teachers are encouraged to inventory the supplementary materials available in their schools with the aim of compiling a list from which additional activities may be drawn. Because a wide range of learning styles exists in every classroom, a store of instructional procedures to broaden and enrich the experiences of learners is needed to meet the needs of all pupils.

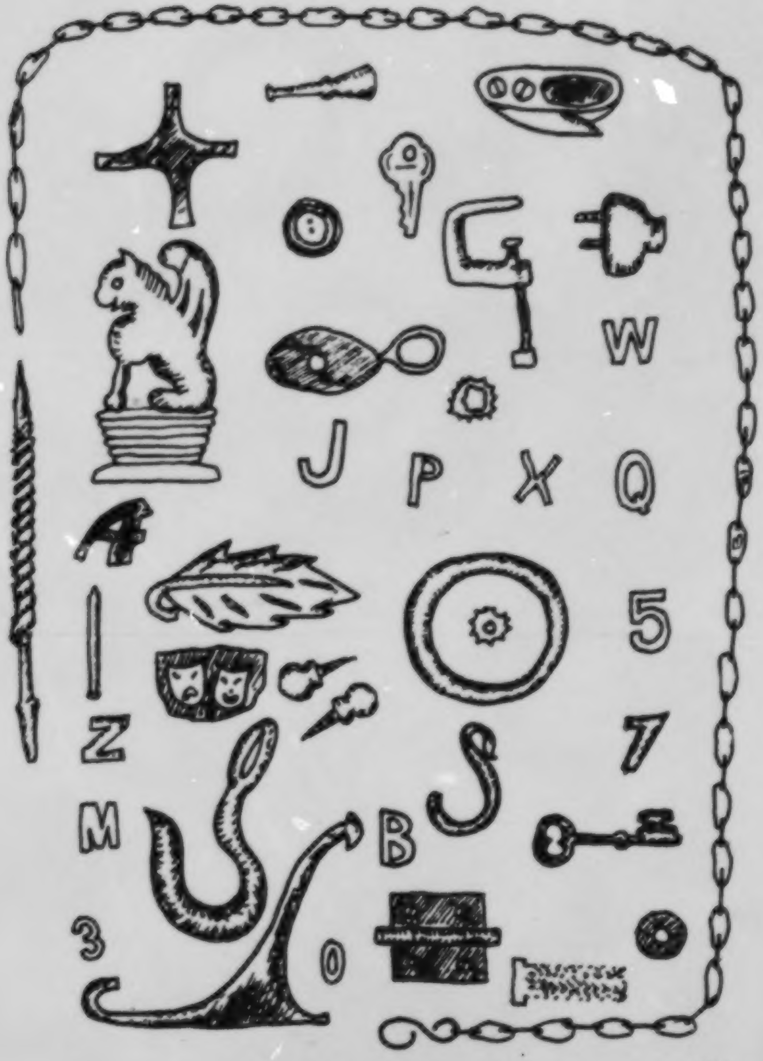
II. SKILLS CONTINUUM

Because the language arts curriculum has been designed to complement the concept of the minimum standards for reading and writing, those skills have been incorporated into this guide for easier access and have been coded to indicate the grade level at which they should be introduced (*), developed (**), and mastered (***).

A CHALLENGE TO TEACHERS

The Language Arts Curriculum Guide contained in the following pages is an ambitious attempt to insure a comprehensive program in English language communication for every child in the schools of Louisiana. It exists for the benefit of those children and their teachers, and its effectiveness will depend upon the dedicated efforts of those who use it. For the program to succeed there must be careful, consistent monitoring of skills mastery and there must be an openness to ongoing development of new instructional approaches.

COURSE CONTENT
GRADES 6-9


W
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M
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3
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COURSE CONTENT, GRADE 6

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Vocabulary Development		
I. Uses word attack skills to decode common words	A. Uses visual/auditory discrimination	71, 72
	***B. Uses phonetic analysis	72, 73, 74
	1. In identifying vowels - variant vowel sounds y, ea	
	2. In identifying silent letters	73
	C. Uses structural analysis	
	1. To recognize basal root words	77
	2. To recognize meanings of affixes	75, 76
	a. Prefixes	
	(1) Prefixes: bi, com, con, de, inter, non, per, post, super, trans, tri	
	*(2) ab, ad, an, co, contra, en, im, tele	
	b. Suffixes	77, 78, 81
	***(1) able, age, al, ion, ist, ive, ize, ment, or, th, tion, ty, y	
	*(2) ance, ant, ation, ence, ent, eous, ible, ie, ious, ish, our, ten	

COURSE CONTENT, GRADE 6

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	***3. Uses accent clues - primary/secondary stress in words of three or more syllables	90, 285
II. Uses vocabulary acquisition skills to enlarge listening, speaking, reading, and writing vocabulary	A. Uses context clues	83, 84, 90
	B. Identifies basal vocabulary	
	***1. Fourth reader	
	2. Fifth reader	
	*3. Sixth reader	
	C. Identifies content area words	85
	D. Identifies word meanings	
	1. Heteronyms	
	2. Abstract meanings	100
	3. Colloquial words	98, 99
	4. Semantics	
	*5. Coined Words	98, 99
	*6. Slanted words - sarcasm, propaganda	97, 168
	*7. Words for feelings	101, 218
	*8. Technical words (specialized) content field	85, 98

COURSE CONTENT, GRADE 6

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	*9. Special word relationships of informal speech	86
	***E. Perceives word relationships (classification)	85
	*F. Investigates word history	96
	G. Uses dictionary skills	90
	*1. In using the unabridged dictionary	91
	***2. In using the glossary, cross references	277
	***3. In identifying secondary accents	90
	4. In locating inflected forms	
Literal Comprehension		
I. Gives the literal meaning	***A. Comprehends words, phrases, sentences, paragraphs (on level)	107, 108
	B. Comprehends poems, stories, articles	110
II. Identifies main ideas and/or details in sentences, paragraphs and stories	***A. Identifies the main idea by selecting story titles	110
	***B. Locates and recalls supporting and specific details in stories (on level)	108
	***C. Summarizes paragraphs and stories	
III. Recognizes patterns and sequences of ideas	***A. Sequences chronologically five or more elements	115

COURSE CONTENT, GRADE 6

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	***B. Sequences events in time and place	115
	*C. Sequences by size	
	D. Recognizes flashback	115
	E. Determines cause and effect	117
IV. Follows oral and written directions	A. Follows exact directions for a scientific experiment	
	B. Follows directions when organizing material	187
V. Demonstrates an understanding of the relationship of punctuation to meaning	A. Understands italics and parentheses	121, 123
Interpretive Comprehension		
I. Makes inferences	A. Makes inferences	131
II. Predicts outcomes and draws conclusions	A. Predicts outcomes and draws conclusions	131
III. Perceives relationship	***A. Identifies story/problem/solution	126
	***B. Relates part to whole	126
	C. Interprets analogies	127, 128

COURSE CONTENT, GRADE 6

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	***D. Classifies words and ideas	85
	E. Recognizes point of view in story development - first person	126
IV. Interprets figurative language	A. Interprets similes	136
	B. Interprets metaphors	138
	C. Interprets personification	142
	D. Interprets exaggeration	
V. Recognizes story elements	***A. Identifies character feelings, actions, and motives	126, 235
	***B. Identifies setting	126, 235
	C. Identifies plot	126, 235
	***D. Identifies characters as a story element	126, 235
VI. Understands the use of language to achieve a special purpose	A. Recognizes idiomatic language	147
	B. Recognizes imagery	
	C. Recognizes foreshadowing	135
	D. Perceives connotations	101
VII. Recognizes and has experiences in reading various types of literature	***A. Distinguishes between fiction and non-fiction	170
	***B. Distinguishes between realism and fantasy	170

COURSE CONTENT, GRADE 6

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	C. Identifies and reads fiction	
	1. Tall tales	170, 222
	2. Historical fiction	
	3. Modern realistic fiction	
	4. Science fiction	170
	5. Fables	170
	6. Myths/legends	222
	7. Cartoons	
	8. Fairy tales	170, 222
	D. Identifies and reads non-fiction	
	1. Biography	159
	2. Autobiography	159
	3. Informational article	
	E. Identifies and reads poetry	
	F. Identifies and reads plays and drama	164

COURSE CONTENT, GRADE 6

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Critical Comprehension and Appreciation		
I. Develops the ability to read and listen critically	A. Distinguishes fact from fiction	170
	***B. Detects bias	172
	***C. Identifies individual/group actions	
	D. Detects propaganda techniques	174
II. Listens and reads for pleasure and information	A. Selects books for free time	
	B. Shares books	
	C. Visits library frequently	
	D. Reads various types of literature	
	E. Uses informational books and materials	
Creative Comprehension		
I. Heightens anticipation and expectation	A. Relates personal experiences to what is read	165
II. Does something with what is heard and read	A. Reproduces through imaginative oral reading	164

COURSE CONTENT, GRADE 6

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	1. By interpreting mood, feeling, and meaning through voice	164
	2. Using fluent, smooth, and correct phrasing	164
	3. Using delivery varying voice, tempo, and gesture	164
	B. Elaborates on what is read	
	1. By asking questions about things the author did not tell	126
	2. By adding or changing ideas	126
	C. Transforms or rearranges what is read into other forms	190
	1. Art	
	2. Music	
	3. Drama	
	4. Other literary forms	190
	5. Choral reading	124
III. Goes beyond what is read	A. Applies information	187
	B. Formulates main ideas	
	C. Engages in further questioning, reading and experimenting	

COURSE CONTENT, GRADE 6

EXPRESSION - SPEAKING/WRITING

Learner Objectives	Skills	Activity Page No.
Oral Expression		
1. Organizes and expresses ideas in informal speaking situations	A. Uses description for sensory perception	221
	B. Uses narration	
	1. To summarize stories in appropriate sequence	192
	***2. To create simple stories	222
	3. To expand stories by adding characters, conflict or changing settings or endings	192
	C. Uses exposition	
	1. To tell personal reactions to books	159, 190
	***2. To compose a report using three to five facts on a selected topic	269
	3. To give directions to familiar places	
	4. To explain certain tasks	187
	5. To give messages, make announcements, and introductions	
	D. Uses persuasion	
	1. To express opinions and viewpoints	193
	2. To express a viewpoint using three to five supporting ideas	193

COURSE CONTENT, GRADE 6

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
Written Expression		
I. Applies grammatical concepts and understanding of language structure to sentence development and analysis	A. Recognizes parts of speech	208, 212
	1. In identifying nouns, verbs, adjectives, and adverbs	81, 195, 196
	2. In identifying linking and helping verbs	196, 197
	3. In identifying demonstrative pronouns	
	4. In identifying prepositional phrases	198
	5. In identifying coordinating conjunctions	200
	*6. In identifying interjections	
	7. In distinguishing contractions and possessives	
	B. Understands sentence structure	
	***1. Identifies simple subject and predicate	107, 195
	***2. Writes command sentences	201
	3. Recognizes inverted order	
	4. Recognizes prepositional phrases	198
	5. Uses the noun of address	290
	*6. Uses the appositive	290

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	7. Identifies declarative, imperative, interrogative and exclamatory sentences	121, 123
	8. Uses sentence patterns	
	a. Noun-verb	204
	b. Noun-verb-direct object	204
	c. Noun-verb-adverb	204
	d. Noun-verb-predicate nominative/ predicate adjective	204
	C. Manipulates, expands, and combines sentences	210, 212
	1. By changing statements to questions and commands	200
	***2. By expanding sentences with simple modifiers	204, 210, 212
	*3. By changing word order for variety	206, 210
	*4. By expanding or shortening subject and predicate	208
	5. By combining sentences using compound subjects and predicates	210, 212
	D. Uses descriptive, narrative, expository, and persuasive sentences	89, 221

COURSE CONTENT, GRADE 6

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	E. Uses standard English form NOTE: See Aids to Reception and Expression, Proofreading and Editing, Part V, for skills related to correct usage of parts of speech and sentence structure	
II. Develops simple stories or multi-sentence compositions	A. Writes narratives using ideas from pictures or other stimuli	222
III. Writes paragraphs using a variety of methods of development	A. Uses description	
	*1. For sensory perceptions	221
	2. To describe emotions	217
	3. To describe people or animals	219
	4. To describe a picture or a picture series using facts or opinions	220
	*5. To give subjective/objective information	214
	6. To employ figurative language - similies, metaphors, personification	136, 138, 142
	*7. To create a newspaper or magazine ad that appeals to the senses	175

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	*B. Uses narration to develop chronological order	113
	C. Uses exposition	
	1. To relate personal experiences	286
	2. To record facts about an event or area of interest	
	3. To write from an outline of two sections	223
	4. To develop topic sentences	117
	*5. To develop topics of interest	286
	6. To explain a process	286
	7. To interpret proverbs, adages, etc.	227
	8. To write personal reactions to books	159
	D. Uses persuasion	
	1. To distinguish between facts and opinions	173
	2. To express a viewpoint using three to five supporting ideas	193, 244

COURSE CONTENT, GRADE 6

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
IV. Develops cohesive multi-paragraph compositions	A. Uses description in writing	217
	B. Uses narration	
	1. To write stories using ideas from pictures and other stimuli	222,235
	***2. To summarize oral stories	
	***3. To write story endings	126
	4. To write stories about imaginary animals, people, objects	222
	5. To write autobiographical sketches	158, 224
	6. To write stories with plot, characters, and dialogue	222, 235
	7. To rewrite stories to add characters or change plots or endings	
	8. To write original fairy tales and tall tales	222
	9. To write short plays, puppet plays, vignettes, skits, film scripts or television scripts	
	C. Uses exposition	
	1. To keep personal diaries or logs	159
	*2. To write a weekly journal, log or diary entry	159, 160

COURSE CON T, GRADE 6

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	3. To report on interviews	226
	4. To write simple news stories	226
	*5. To develop theme of three to five paragraphs from a given topic	307
	*6. To use introductory paragraphs in writing a three to five paragraph theme	
	D. Uses persuasion	
	1. To distinguish between facts and opinions	
	*2. To write advertisements	175
V. Develops functional writing skills	*A. Writes captions	
	***B. Writes related items	
	C. Writes thank-you notes, invitations, friendly letters, and post cards	214, 243, 244
	D. Completes order blanks, job applications, social security forms, check, driver's license application	245

COURSE CONTENT, GRADE 6

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
Study Skills		
I. Adjusts reading rate to materials and purpose	A. Establishes a purpose for reading	252
	B. Skims	
	1. Sentences and paragraphs	251
	***2. Stories	252
	***3. Using key words	251, 257
	a. To locate answers to questions and confirm ideas	
	b. To locate specific words, headings, subheadings	
II. Locates information	A. Uses reference materials	270
	1. Dictionary (see Vocabulary Development section)	
	2. Encyclopedia	275
	3. Newspaper	251
	4. Graphic materials	275
	***a. Maps	266
	*b. Map grids	266
	**c. Graphs	

COURSE CONTENT, GRADE 6

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	5. Periodicals	
	6. Audio-visual media	215, 217
	***B. Uses library resources for reports	187, 263
III. Organizes information	***A. Sequences pictures, ideas, events	113
	***B. Writes sentences chronologically using three to five facts	
	***C. Completes an outline	262
	D. Writes topic sentences	228
	*E. Selects and limits topics	307
	F. Structures topical outlines	262, 307
	*G. Takes notes	261
	1. From oral presentations	
	2. From printed materials using key words in sentences and paragraphs	
IV. Presents information	*A. Adapts for audiences and purpose	214
	B. Use a variety of ways to present information	
	a. Audio-visual	188, 215
	b. Drama	164

COURSE CONTENT, GRADE 6

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	c. Panel discussions	
	C. See Oral and Written Expression sections	
V. Retains information	A. Previews books - captions, headings, footnotes, labels and symbols	253
	B. Uses SQ3R	253, 257
VI. Develops habits conducive to study	A. Listens attentively	
	B. Participates in group activities	
	C. Works independently	
Proofreading and Editing Skills		
I. Gives attention to writing form	A. Writes legibly	280, 281
	1. In recognizing and correcting errors in cursive letter information	
	2. In joining cursive letters	
	3. In spacing between letters and words	
	4. In copying models of names, words and sentences in cursive form	

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	5. In using manuscript for labels and charts	
	6. In using margins	280
	7. In meeting standards of legibility and speed in manuscript and cursive writing	281
	B. Writes in cursive form from dictation	
	C. Indents	
	1. Heading and closing of a letter	214, 244
	2. Beginning of a paragraph	280
	3. Outlines	262
	4. Conversation for each change in speaker	
	D. Proofreads for language structure and mechanics	304
	1. In own writing	
	*2. In the writing of others	
II. Follows spelling conventions in own written work	A. Uses phonetic analysis	
	1. To write letters for given sounds a. Consonants ***(1) Initial two-letter and three-letter blends	284, 287

COURSE CONTENT, GRADE 6

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	***(2) Initial and final consonant digraphs: ch, ph, sh, th, wh, ck, ng	73
	b. Vowels	
	(1) Digraphs	284, 287
	(2) Diphthongs	74
	2. To spell	
	***a. One-syllable words with the VC final e spelling pattern	
	***b. Words with variant sounds of c and g	72, 74
	***c. Words with variant vowel sounds	73
	d. Words containing ie, ei	287
	e. Words controlled by r	
	f. Words with soft endings	
	***g. Words with silent consonants	73
	B. Uses structural analysis	75, 76
	1. To form regular and irregular noun plurals	
	2. To form singular and plural, open and hyphenated compound words.	

COURSE CONTENT, GRADE 6

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	3. To write various verb forms	
	***a. By adding ed with no change in root	
	b. By dropping final e when adding ing	
	c. By doubling final consonants when adding ed and ing	
	***d. By dropping the final e when adding the ed	
	4. To form comparative and superlative adjectives	299
	5. To write words with prefixes and suffixes	77
	6. To form syllable division using VV, VCV, VCCV patterns	285
	***7. To form common contractions	
	8. To form abbreviations	
	C. Uses visual memory	286
	***1. To write number words through 100	
	***2. To write high frequency words (36)	
	3. To write holiday and seasonal words	286

COURSE CONTENT, GRADE 6

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	4. To write school and community words	289
	5. To write content area words	85
	6. To write words of three or more syllables	285
	7. To write homonyms in sentence dictation	89
III. Uses capital letters correctly	A. Capitalizes	
	1. Titles of books, poems, reports, stories, people	291, 292
	2. Proper nouns and adjectives	291
	3. Names of people and languages	
	*4. Abbreviations	
	*5. Outlines	264
	6. Heading, salutation, closing of letters	244
	7. Names of religions, religious organizations, political parties, specific clubs, and businesses	291
IV. Applies punctuation rules	A. Uses the period with outlines, dollars, cents, decimals, initials, abbreviations	121
	B. Uses the comma	121, 291

COURSE CONTENT, GRADE 6

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	*1. After phrases and clauses in a series	
	*2. After appositives, parenthetical expressions	290
	3. After nouns of address, introductory words, last name when written first	290
	*4. To avoid misreading	290
	C. Uses the colon in business letter greetings	
	D. Underlines titles	292
	1. Of books	
	*2. Of plays, magazines, newspapers	
	E. Uses quotation marks	292
	1. In dialogues	
	2. With titles	
	a. Of articles, short stories, poems, chapters	
	*b. Of essays	
	3. Through usage	
	a. With periods, commas	
	*b. With semicolons, colons	
	F. Uses the hyphen	

COURSE CONTENT, GRADE 6

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	1. With compound numbers and words	
	2. In dividing syllables at end of line	
	G. Uses the apostrophe	
	1. With possessive nouns	
	2. With contractions	
V. Uses standard English patterns in written compositions	A. Uses noun forms	
	1. For singular and plurals - regular and irregular	
	2. For singular and plural possessives	
	B. Uses verb forms	
	1. To form correct tense - present, past, future	296
	2. To add inflectional endings	
	3. With helping verbs	
	C. Uses comparative and superlative adjectives	299
	D. Uses pronoun forms	297
	***1. To form plural possessive	

COURSE CONTENT, GRADE 6

AIDS TO RECEPTION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	2. To form demonstrative pronouns	
	*3. To form the nominative and objective cases of pronouns	198, 289
	E. Avoids double negatives	294
	***F. Uses correct word order of adjectives, nouns, verbs, adverbs	
	G. Maintains subject-verb agreement	198, 301
	***1. Of simple subject and predicate	
	*2. In sentences of varying complexity	
	H. Recognizes and completes sentence fragments	305
	I. Recognizes and corrects run-on sentences	
	J. Deletes non-supportive sentences from paragraph	309

COURSE CONTENT, GRADE 7

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Vocabulary Development		
I. Uses word attack skills to decode common words	A. Auditory/visual discrimination	71
	B. Phonetic analysis	73, 74
	C. Structural analysis	
	1. Root Words	77, 78
	2. Affixes	75, 76, 77, 78, 81
	***a. Non, com, con, tri, super, pro, inter, trans, post, per, de, bi	
	*b. Anti, ante, astro, fore, scrit, over, out, uni	
	*c. Hood, ian, ic, ity, un, gram, graph, phone, some	
II. Uses vocabulary acquisition skills to enlarge listening, speaking, reading, and writing vocabulary	A. Context clues	83
	B. Dictionary skills	90
	***1. Unabridged dictionary	91
	***2. Thesaurus	93, 94
	C. Content area words	85
	D. Synonyms, homonyms, antonyms	86, 87, 88, 89
	E. Word history	96, 98

COURSE CONTENT, GRADE 7

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Literal Comprehension		
I. Selects main ideas in sentences, paragraphs, and stories	A. Selecting topic sentences	108
	*B. Selecting key words in sentences and paragraphs	107, 110
	***C. Locating and recalling supporting and specific details in paragraphs and stories	108
II. Recognizes patterns and sequences of ideas	A. Chronological order	231
	B. Spatial order	231
	C. Expository order	
	1. Cause to effect	117
	2. Question to answer	
	D. Flashback	115
III. Follows oral and written directions		118
IV. Demonstrates an understanding of the relationship of punctuation to meaning	A. Recognizes the relationship between the length of a pause and the meaning of various punctuation marks.	121, 123
	B. Distinguishes among sentences according to meaning (declarative, imperative, interrogative, exclamatory)	121, 123, 164

COURSE CONTENT, GRADE 7

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Interpretive Comprehension		
I. Perceives relationships	***A. Relating setting to situation	126
	***B. Recognizing analogies	127, 128
	***C. Relating author's point-of-view to the development of a story	126
	1. First person	
	2. Third person	
	3. Third person limited	
II. Detects inferences	***A. To establish time, place, mood and motive of character	132
	B. To draw conclusions and predict outcomes	131, 133
III. Interprets figurative language	A. Simile	136, 138, 143
	B. Metaphor	138, 143
	C. Personification	142, 143
IV. Understands the use of language to achieve a special purpose	*A. Satire	151
	*B. Irony	151
	*C. Dialects, idioms, colloquialisms	147

COURSE CONTENT, GRADE 7

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	D. Rhyme and meter	149, 259
	*1. Free verse	
	*E. Onomatopoeia	138, 143, 154, 155
V. Demonstrates interpretive comprehension through oral presentations	A. Choral reading	
	B. Plays, skits, and poems	164
	C. Story telling	222
VI. Recognizes and has experiences in reading various types of literature	A. Fiction	
	1. Short story	126, 161, 235
	2. Science fiction	170
	3. Historical fiction	
	4. Myths/legends	176, 222
	B. Non-fiction	
	1. Biography	159, 234
	2. Autobiography	159
	C. Poetry	
	1. Narrative	138

COURSE CONTENT, GRADE 7

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	2. Ballad	
	3. Lyric	165
Critical Comprehension		
I. Develops the ability to read critically	A. Distinguishing between fact and opinion	170, 173
	***B. Detecting propaganda techniques	173, 174
	C. Determining author's purpose to inform, entertain, or persuade	168, 173
	D. Evaluating author's competence	
	*1. Style	190
	*2. Emotional appeal	190
	*3. Accomplishment of purpose	168

EXPRESSION--WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
Oral Composition		
I. Organizes and expresses ideas in informal speaking situations	A. Narration	
	***1. Summarizing stories in appropriate sequence	192
	2. Expanding stories	192, 222
	B. Exposition	
	1. Giving directions	187

COURSE CONTENT, GRADE 7

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	2. Explaining processes	187
	3. Telling personal reactions to a book	159, 190, 191
	4. Group discussions	194
	C. Persuasion	
	1. Expressing and defending opinions	191, 193
Written Composition		
I. Applies grammatical concepts to sentence development and analysis	A. Parts of speech	
	1. Noun, pronoun, verb, adjective, adverb, preposition, coordinating conjunction, interjection	154, 195, 196, 197, 208, 209, 212, 224
	*2. Subordinating conjunction	200
	B. Parts of the sentence	
	1. Subject/predicate a. Simple and complete b. Natural and inverted order	107, 195
	***2. Prepositional phrase	198
	3. Noun of address	290
	4. Appositive	290
	*5. Dependent/independent clauses	208
	6. Sentence patterns ***a. Noun-verb b. Noun-verb-adverb	202, 204

COURSE CONTENT, GRADE 7

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	c. Noun-verb-predicate adjective/predicate nominative	204
	d. Noun-verb-direct object	202, 204
	*e. Noun-verb-indirect object-direct object	204
	***7. Linking verbs	197
	C. Sentence manipulation, expansion, and combining	204, 212
	***1. Statements to questions and commands	200
	2. Expanded simple sentences	208, 209
	***a. Compound parts	208, 212
	***b. Prepositional phrases	198
	3. Compound sentence	208, 209
II. Uses common organizational techniques in developing paragraphs and multi-paragraph compositions	A. Topic sentences	111, 228, 231
	B. Supporting details	111, 228
	C. Transition words and phrases	111, 231
	D. Adaptation to purpose and audience	214
	E. Selecting and limiting topic	100, 307
III. Writes paragraphs using a variety of methods of development	A. Descriptive paragraphs	101, 217, 220, 221, 231

COURSE CONTENT, GRADE 7

EXPRESSION - WRITING/SPEAKING

Learner Objectives		Skills	Activity Page No.
	***B.	Narrative paragraph using chronological order	113, 119, 231
	***C.	Two to five sentences about an event or area of interest	224
	***D.	Expository paragraph stating reaction to a book	191
	***E.	Expository paragraph with topic sentence and supporting details	117, 228, 286, 292
	F.	Expository paragraph interpreting proverbs, adages, or poems	227
	G.	Process paragraph	187
	***H.	Persuasive paragraph supporting a viewpoint	231, 244
	*I.	Persuasive paragraph using propaganda techniques	230
IV. Develops cohesive multi-paragraph compositions	A.	Descriptive paragraphs of people or animals	220
	B.	Autobiography	223, 224
	C.	Short story with plot, characters, and dialogue	222, 235
	***D.	Reports based on interviews	226
	*E.	Two to three paragraphs stating opinions	173
	***F.	An account of an event from an outline of at least two main sections	165, 223
V. Develops functional skills	A.	Letter writing	

COURSE CONTENT, GRADE 7

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	1. Friendly letters, invitations, postcards	214, 243, 244
	*2. Persuasive letters	214, 244
	***B. Order blanks	245
	C. Job applications	245
	AIDS TO COMPREHENSION AND EXPRESSION	
Study Skills		
I. Practices study techniques	A. Using SQ3R study method	253, 257
	*B. Adjusting reading rate to material and purpose	252
	1. Skimming and scanning reading materials	251
	2. Note-taking	261
	C. Organizing material through outlining	
	1. Topic outline	191, 262, 307
	*2. Sentence outline	240
II. Locates needed information	A. Graphic materials (atlases, maps, globes)	266, 275
	B. Encyclopedia	267, 275
	C. Books	
	*1. Footnotes	271
	2. Index, glossary, table of contents	271

COURSE CONTENT, GRADE 7

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	E. Newspaper	251
	*F. Almanac	269, 270, 275
	*G. Thesaurus	93, 94
	H. Card catalog	
Proofreading and Editing Skills		
I. Gives attention to manuscript form	A. Handwriting legibility	280, 281
	B. Indenting and paragraphing	280
	***1. Letters	244
	***2. Paragraphs	
	***3. Bibliography/footnotes	282
	C. Margins	280
II. Follows spelling conditions in own written work	A. Phonetic Skills	73, 284, 287, 304
	***1. Words with "r" controlled vowels	
	***2. Final "y" to "i" before adding "es"	
	***3. Verbs with final consonants doubled before adding "ing" or "ed"	

COURSE CONTENT, GRADE 7

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	***4. Verbs with final "e" dropped before adding "ing" or "ed"	
	B. Structural skills	77, 78
	***1. Open form compound words	
	***2. Common abbreviations	
	***3. Comparative and superlative adjective and adverb forms	299
	4. Syllabication	71, 285
	*5. Plurals of common hyphenated compound words with verbs, as sit-ins	
	C. Visual memory	289, 304
	***1. Common nouns with internal vowel change in plural form	
	***2. Common holiday and season words	286
III. Uses capital letters Correctly	***A. Titles of books, poems, and stories	282, 292
	***B. Names of peoples and languages	291
	***C. Heading, salutation, and closing of letters	214
	*D. Titles of newspapers, magazines, works of art, motion pictures, school subjects, and musical compositions	292
	***E. Names of religions, political parties, businesses	291

COURSE CONTENT, GRADE 7

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
IV. Applies punctuation rules	***A. Periods with dollars, cents, decimals, initials, and abbreviations	121, 123
	*B. Commas with non-restrictive and introductory clauses and phrases	290
	***C. Comma after last name when written first	
	***D. Colon with greeting in a business letter	244
	*E. Colon preceding listed items	
	*F. Semicolon in compound sentences	
	G. Underlining titles of books, plays, magazines, etc.	282, 292
	***H. Hyphens with compound numbers and words	
	***I. Apostrophe with contractions and possessive nouns	
	*J. Apostrophe with plural of letters, figures, and words used as words	
	*K. Single marks for a quotation within a quotation	
V. Uses standard English patterns in written compositions	***A. Verb tense (past and present)	296, 304
	***B. Noun forms (singular, plural, regular, and irregular)	304
	***C. Double negatives	294
	***D. Demonstrative pronouns	304

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	E. Subject-verb agreement	198, 301
	*F. Pronoun-antecedent agreement	198, 298
	*G. Verb tense (perfect)	296
VI. Corrects errors in sentence structure in own compositions	A. Completing fragments	305, 306
	B. Correcting run-on sentences	306
VII. Detects and corrects organizational weaknesses in paragraphs	***A. Deleting non-supporting sentences from paragraphs	306, 309
	*B. Adding supporting material to paragraphs	

COURSE CONTENT, GRADE 8

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Vocabulary Development		
I. Uses word attack skills to decode unfamiliar words	A. Auditory/visual discrimination	71
	B. Phonetic analysis	73, 74
	C. Structural analysis	
	1. Root words	77, 78
	2. Affixes	75, 76, 77, 78, 81
	***a. en, in, ad, ab, an, co, tele	
	***b. ish, ant, ent, ance, ence, ous, il, ible, ious, ation	
	*c. cent, counter, dec, duo, hydro, hydra, hydr, intra, octa, quad	
	*d. logy, logist, ship, ward	
II. Uses vocabulary acquisition skills to enlarge listening, speaking, reading and writing vocabulary	A. Context clues	82
	B. Content area words	85
	C. Synonyms, homonyms, antonyms	86, 88, 94, 95, 103
	D. Dictionary skills	91, 93
	E. Word history	96, 98

COURSE CONTENT, GRADE 8

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Literal Comprehension		
I. Selects main idea and supporting details in sentences, paragraphs, and stories	A. Selecting topic sentences	108
	B. Selecting key words in sentences and paragraphs	107, 110, 111
	C. Identifying transitional words and phrases	111
	D. Summarizing stories and articles	
II. Recognizes and recalls patterns and sequence of ideas	A. Chronological order	113
	1. Beginning to end	
	2. Reverse order	
	3. Flashback	115
	B. Spatial order	111
	C. Expository order	117
III. Follows oral and written directions		118, 119
IV. Demonstrates an understanding of the relationship of punctuation to meaning	A. Recognizes the relationship between the length of a pause and the meaning of various punctuation marks	164
	B. Distinguishes among sentences according to meaning (declarative, imperative, interrogative, exclamatory)	164

COURSE CONTENT, GRADE 8

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Interpretive Comprehension		
I. Perceives relationships	A. Comparison/contrast	231
	B. Cause and effect	117, 231
	C. Relating author's point-of-view to the development of a literary selection	126
	D. Interpreting analogies	128
II. Detects inferences	A. To establish setting, mood, or characterization	132
	B. To draw conclusions or predict outcomes	133
	C. To recognize foreshadowing	135
III. Interprets figurative language	A. Simile	136, 143
	B. Metaphor	138, 143
	C. Personification	142, 143
	*D. Hyperbole	140, 143
IV. Understands the use of language to achieve a special purpose	A. Satire	151
	B. Irony	149, 151
	C. Dialects, idioms, colloquialisms	147

COURSE CONTENT, GRADE 8

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	D. Rhyme and meter	149, 259
	*1. Blank verse	
	2. Free verse	
	E. Onomatopoeia	143, 154, 259
V. Recognizes author's purpose	*A. To inform	168, 173
	*B. To persuade	168, 173
	*C. To entertain	168, 173
VI. Recognizes and has experiences in reading various types of literature	A. Fiction	
	1. Short story	
	a. Point-of-view i.e., first person, third person omniscient, third person limited	126, 235
	b. Elements of plot structure	126, 161, 235
	1. Basic conflict	161, 162
	2. Climax	161
	2. Folklore, myths, legends	170

COURSE CONTENT, GRADE 8

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	B. Non-fiction	
	1. Biography/Autobiography	158, 159
	2. Articles, essays	166
	C. Poetry	
	1. Narrative	138
	*2. Lyric	149, 165, 259
Critical Comprehension		
I. Develops the ability to read critically	A. Differentiating between facts and opinion	170, 173, 176
	B. Detecting propaganda techniques	173, 174, 176
	C. Evaluating author competence	
	1. Style	259
	2. Emotional appeal	259
	3. Accomplishment of purpose	168
	4. Qualifications	168
	*D. Detecting fallacies of reasoning in reading materials	179

COURSE CONTENT, GRADE 8

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
Oral Composition		
I. Organizes and expresses ideas in informal speaking situations	A. Narration	
	1. Summarizing	
	2. Story telling	192
	B. Exposition	
	1. Giving directions	187
	2. Book reviewing	159, 131, 191, 278
	3. Explaining processes	188
	C. Persuasion	
	1. Expressing and defending opinions	191, 193
II. Adapts oral language to audience and situation		
Written Composition		
I. Applies grammatical concepts to sentence development and analysis	A. Parts of speech	
	***1. Noun, pronoun, verb, adjective, adverb, preposition, interjection, coordinating conjunction	81, 154, 195, 208, 209, 212, 224
	*2. Correlative conjunction	200
	3. Subordinating conjunction	200

COURSE CONTENT, GRADE 8

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	B. Parts of the sentence	195, 224
	***1. Noun of address	290
	3. Sentence patterns	
	a. Noun-verb-adverb	202, 204
	b. Noun-linking verb-predicate adjective/predicate nominative	204
	c. Noun-verb-direct object	202, 204
	d. Noun-verb-indirect object-direct object	204
	4. Sentence manipulation, expansion, and combining	204, 208, 209, 210
	a. Compound sentence	206, 208, 209, 210, 213
	b. Complex sentences (noun, adjective, and adverbial clauses)	206, 208, 209, 210, 213
II. Uses common organizing techniques in developing paragraphs and multi-paragraph compositions	A. Topic sentences	111, 228, 231, 237
	B. Supporting details in logical sequence	111, 228, 231
	C. Transition words and phrases	111, 213, 231
	*D. Thesis statement	216, 237
	E. Adaptation to purpose and audience	158, 214, 215
	F. Selecting and limiting topic	188, 307

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COURSE CONTENT, GRADE 8

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page. No.
III. Writes paragraphs using a variety of methods of development	***A. Descriptive paragraph employing senses of sight, sound, touch, smell, or taste	111, 220, 221,
	***B. Paragraph describing a specific emotion	101, 217
	***C. Paragraph describing people or animals	104, 111, 219, 220
	***D. Process paragraph (directions, recipes, etc.)	187
	*E. Expository paragraph interpreting picture or political cartoon	179
	*F. Paragraph using propaganda techniques	174, 230
IV. Writes multi-paragraph compositions	*A. Descriptive essay employing the five senses	221
	*B. Three to five paragraph expository theme on own topic	165, 237
	*C. Three to five paragraph explanation of a process	237
	D. Narratives in story, play, or skit form	222, 234, 235, 293
	***E. Rewrites stories by adding characters and changing ending	222, 293
V. Develops functional writing skills	A. Letter writing	
	***1. Thank-you notes, friendly letters, invitations	215, 244
	2. Persuasive letters	215, 244

COURSE CONTENT, GRADE 8

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	B. Form completion	
	***1. Checks, driver's license applications, social security forms	245, 247
	2. Job applications	246, 247
	AIDS TO COMPREHENSION AND EXPRESSION	
Study Skills		
I. Practices study techniques	***A. Applying the SQ3R study method	253, 257, 259
	B. Adjusting reading rate to material and purpose	252
	***1. Skimming and scanning for information	140
	2. Note-taking	188, 261
	C. Organizing material through outlining	188, 264
	1. Topic outline	191, 223, 262, 307
	2. Sentence outline	240
II. Locates needed information	A. Graphic sources	
	1. Maps, globes, charts, graphs	119, 266
	2. Pictures, cartoons	

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Learner Objectives	Skills	Activity Page No.
	B. Reference materials	
	1. Books	276
	a. Table of Contents	271
	b. Index	271
	c. Glossary	271
	d. Appendixes	271
	e. Footnotes	271
	2. Encyclopedias	267, 275
	3. Dictionary	275
	4. Thesaurus	93, 94, 95
	5. Almanac	269, 270, 275
	6. Reader's Guide to Periodical Literature	272
	7. Other standard references	267
	a. Familiar Quotations by Bartlett	278
	b. Who's Who	277
	c. Current Biography	277
	C. Card catalog	
Proofreading and Editing Skills		
I. Gives attention to manuscript form	A. Handwriting legibility	280

COURSE CONTENT, GRADE 8

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	B. Indenting and paragraphing	280
	C. Margins	280
	D. Bibliography/footnotes	282
II. Follows spelling conventions in own written work	A. Phonetic skills	287
	***1. Vowel diagraphs	284
	***2. Soft endings (el, le, al)	
	B. Structural skills	76, 78, 81
	***1. Compound words, hyphenated and open forms	
	***2. Variant endings	
	3. Syllabication	285
	C. Visual memory	
	1. High frequency school and community words	289
	2. Content area words	85
III. Uses capital letters correctly		
IV. Applies punctuation rules	*A. Colon with Bible chapters and verses	293
	*B. Semicolon between clauses of a compound sentence	

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Learner Objectives	Skills	Activity Page No.
	*C. Semicolon between series of items containing commas	293
	*D. Underlining titles of works of art, long musical compositions, and motion pictures	292
	*E. Underlining names of ships, trains, and airplanes	293
	*F. Quotation marks with titles of radio and television programs and songs	292, 293
	*G. Apostrophe to denote omission of numerals in date or letters in a word	
V. Practices standard usage in written composition	***A. Verb tense (past, present, future)	296, 304
	B. Pronoun case	297, 298
	C. Pronoun-antecedent agreement	29[illegible]
	D. Subject-verb agreement	296, 301, 304
	E. Comparative and superlative adjective forms	299
VI. Corrects errors in sentence structure in own compositions	*A. Correcting misplaced modifiers	302
	*B. Correcting comma splices and run-on sentences	306
	C. Completing fragments	305
VII. Detects and corrects organizational weaknesses	A. Deleting irrelevant sentences from paragraphs	237, 309, 310
	B. Adding supporting material to strengthen paragraphs	237

COURSE CONTENT, GRADE 9

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Vocabulary Development		
I. Uses word attack skills to decode unfamiliar words	A. Auditory/Visual Discrimination	71
	B. Phonetic Analysis	
	C. Structural Analysis	75, 76
	1. Root words	77, 78
	2. Affixes ***a. anti, ante, astro, fore, scrib, over, out, uni ***b. hood, ian, ic, ity, ure, gram, graph, phone, some	75, 76, 77, 78, 81
	3. Syllabication	285
II. Uses vocabulary acquisition skills to enlarge listening, speaking, reading, and writing vocabulary	A. Context clues	82, 146
	B. Dictionary skills	91, 93
	C. Synonyms, antonyms, homonyms	95
	D. Content area words	85
	*E. Etymology	97
	F. Denotative/connotative word meaning	103, 104, 176

COURSE CONTENT, GRADE 9

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Literal Comprehension		
I. Selects main ideas in sentences, paragraphs, and multi-paragraph compositions	A. Selecting topic sentences in paragraphs	231, 237, 240
	B. Identifying implied main idea in paragraph	110, 232
	C. Selecting key words in sentences and paragraphs	107, 111
	D. Summarizing multi-paragraph essays, articles, and stories	110
	E. Identifying transitional words and phrases	111
II. Understands role of supporting details in the development of main idea	A. Establishing sequences	
	1. Chronological order	113
	2. Spatial order	111
	*3. Expository order (deduction, induction)	117
	B. Recognizing relevant and irrelevant details	310
	C. Recognizing cause and effect relationship	117
III. Follows oral and written directions		
IV. Demonstrates an understanding of the relationship of punctuation to meaning	A. Recognizes the relationship between the length of a pause and the meaning of various punctuation marks	164
	***B. Distinguishes among sentences according to meaning (declarative, imperative, interrogative, exclamatory)	164

COURSE CONTENT, GRADE 9

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
Interpretive Comprehension I. Perceives relationships	A. Interpreting analogies	130
	B. Relating what is read to self and to past experiences	165
II. Detects inferences	A. To establish setting, mood, or characterization	132
	B. To draw conclusions or predict outcomes	133
	*C. To induce theme	145
	D. To recognize foreshadowing	135
III. Interprets figurative language	A. Simile	143
	B. Metaphor	143
	C. Personification	143
	D. Hyperbole	140
	*E. Apostrophe	145
IV. Understands the use of language to achieve a special purpose	A. Satire	151
	B. Irony	149, 151
	C. Dialects, idioms, colloquialisms	147
	D. Rhyme and meter	259

126

127

COURSE CONTENT, GRADE 9

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	E. Onomatopoeia	143
	*F. Alliteration	143, 156
	*G. Assonance	157
V. Recognizes and has experiences in reading various types of literature	A. Prose	
	1. Short story	
	a. Characteristics of a short story	
	b. Elements of plot structure	162
	(1) Characters	235
	(2) Setting	126
	(3) Conflict	162
	(4) Rising/falling action	161
	(5) Climax	161
	(6) Point-of-view	126
	2. Novel	161, 242
	3. Drama	164
	4. Myths/legends	170
	5. Biography/autobiography	158
	6. Articles/essays	166, 173

COURSE CONTENT, GRADE 9

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	B. Poetry	
	1. Narrative	
	2. Lyric	130, 145, 259
Critical Comprehension		
I. Listens and reads analytically	A. Evaluating the author's competency	
	1. Style	259
	2. Emotional appeal	259
	3. Accomplishment of purpose	166, 168
	4. Qualifications	168
	*B. Judging the authenticity of a source of information	
	C. Distinguishing between fact and opinion	176
	D. Detecting propaganda techniques	173, 174, 176, 178, 230
	1. Bad names	
	2. Glad Names	
	3. Testimonial	

COURSE CONTENT, GRADE 9

RECEPTION - READING/LISTENING

Learner Objectives	Skills	Activity Page No.
	4. Transfer	
	5. Plain folks	
	6. Bandwagon	
	7. Card stacking	
	*E. Recognizing fallacies of reasoning in reading materials	178
II. Synthesizes from materials read		165
	EXPRESSION - WRITING/SPEAKING	
Oral Composition		
I. Organizes and expresses ideas in informal speaking situations	A. Public speaking	
	1. Explaining processes	188
	2. Describing experiences	
	3. Expressing and defending opinions	193
	B. Book reviewing	278
	C. Group discussions	194, 240

COURSE CONTENT, GRADE 9

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
II. Adapts oral language to audience and situation		188, 215
Written Composition		
I. Applies grammatical concepts to sentence development and analysis	A. Parts of speech	81, 195, 206, 208, 221
	B. Parts of the sentence	107, 195, 225
	*1. Verbals and verbal phrases	302
	2. Dependent/independent clauses	206
	***a. Compound sentence	208, 209, 213
	b. Complex sentence	206, 213
	*c. Compound-complex sentence	206, 213
	*3. Restrictive and non-restrictive clauses	
	4. Sentence patterns	202
	C. Sentence manipulation, expansion, and combining	206, 208, 209, 213
II. Uses common organizing techniques in developing paragraphs and multi-paragraph compositions	A. Topic sentences	111, 231, 237
	B. Supporting details in logical sequence	111, 231
	C. Transition words and phrases	111, 231
	D. Thesis statement	216, 237

COURSE CONTENT, GRADE 9

EXPRESSION - WRITING/SPEAKING

Learner Objectives	Skills	Activity Page No.
	E. Adaptation to audience and purpose	158, 188, 215
	F. Selecting and limiting topic	188, 216
III. Writes paragraphs using a variety of methods of development	***A. Descriptive paragraph with objective/subjective description	111, 219, 221, 231, 310
	B. Expository paragraph interpreting picture or political cartoon	179
	C. Persuasive paragraph	174, 231
IV. Writes multi-paragraph compositions	***A. News items	226
	B. Autobiography	158, 223, 224
	*C. Three to five paragraph analysis of a written work	166
	*D. Three to five paragraph persuasive paper	173, 237, 240
	*E. Precis writing	242
V. Develops functional writing skills	A. Letter writing	
	1. Business letters	
	2. Persuasive letters	215, 244
	B. Completing job applications and other forms	246, 247

COURSE CONTENT, GRADE 9

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
Study Skills		
I. Applies study techniques	A. Adjusting reading rate to material and purpose	252
	B. Using SQ3R study method	253, 257, 259
	C. Using note-taking and outlining skills	188, 240, 261, 264
II. Locates needed information	A. Graphic sources	266, 275
	B. Reference materials	275
	1. Books	188, 276
	a. Table of Contents	271
	b. Index	271
	c. Glossary	271
	d. Appendixes	271
	e. Footnotes	271
	2. Encyclopedias	267
	3. Dictionary	275
	4. Thesaurus	93, 94, 95
	5. Almanac	269, 270
	6. Reader's Guide to Periodical Literature	272, 277
	7. Other standard references	267

COURSE CONTENT, GRADE 9

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	a. Familiar Quotations by Bartlett	278
	b. Who's Who	277
	c. Current Biography	277
	C. Card catalog	
Proofreading and Editing		
Skills		
I. Gives attention to manuscript form	A. Handwriting legibility	280
	B. Indenting and paragraphing	280
	1. Letter writing	
	2. Dialogue	158
	3. Outlining	
	4. Bibliography/footnotes	282
II. Follows spelling conventions in own written work	***A. Diphthongs oi, oy, ou	74
	***B. School and community words	289
	*C. Plural of words with foreign origin	
III. Employs capitalization and punctuation conventions in own written work.	*A. Commas with consecutive adjectives	290
	*B. Colon with volume and page number	283, 293

COURSE CONTENT, GRADE 9

AIDS TO COMPREHENSION AND EXPRESSION

Learner Objectives	Skills	Activity Page No.
	C. Italics and underlining	292, 293
	*1. Words, letters, and signs referred to as such	
	*2. Foreign words	
	D. Quotation marks	292, 293
	*1. With slang words	
	*2. With question marks	
IV. Practices standard usage in written composition	A. Practices standard usage	306
	1. Pronoun, nominative and objective cases	297
	2. Singular and plural possessive nouns	
	3. Comparative and superlative adjective forms	299
	4. Pronoun-antecedent agreement	298
	5. Subject-verb agreement	296, 301
	***6. Contractions and possessives (distinguishes between)	
V. Corrects errors in sentence structure in own compositions	A. Completing fragments	305, 306
	B. Correcting run-ons and comma splices	306
	C. Correcting for sentence variety	206

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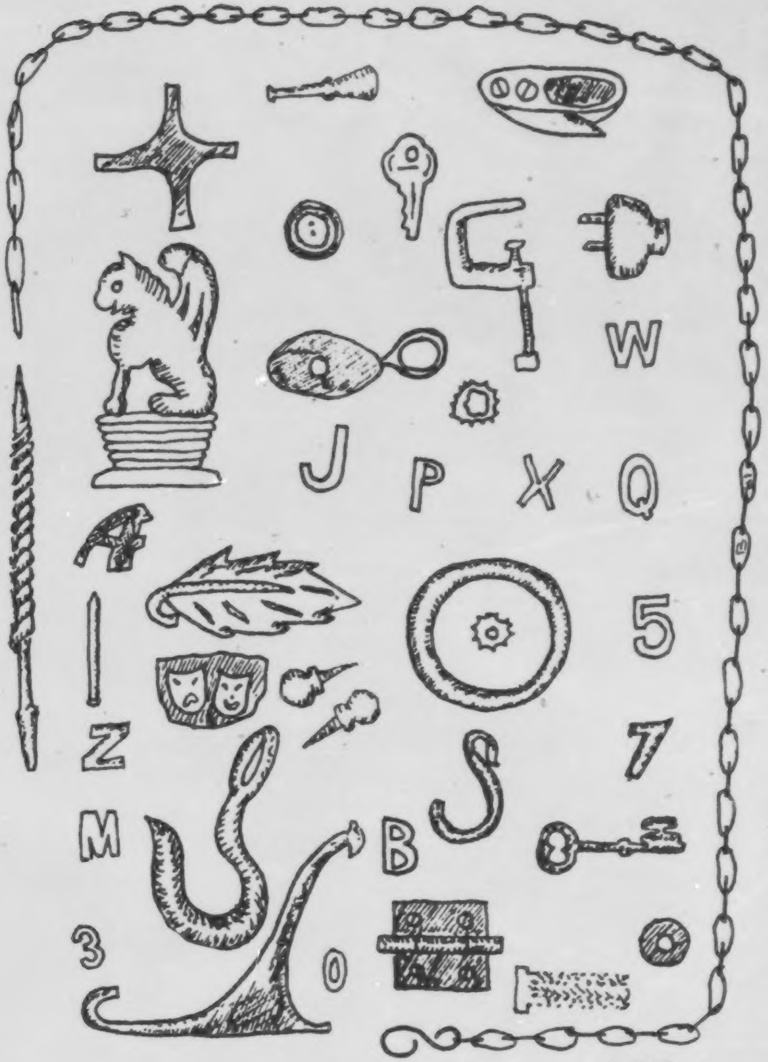
Learner Objectives	Skills	Activity Page No.
	*D. Correcting dangling participles	302
VI. Detects and corrects organizational errors in own multi-paragraph compositions	*A. Deleting irrelevant material	237, 306, 309, 310
	*B. Adding supporting material	237
	C. Establishing logical sequences	237
	D. Achieving coherence with transitional words, phrases, sentences, and paragraphs	240

ACTIVITIES
GRADES 6-9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VOCABULARY DEVELOPMENT

WORD ATTACK SKILLS

- Auditory/visual discrimination
- Phonetic analysis
- Structural analysis

VOCABULARY ACQUISITION SKILLS

- Context clues
- Content area words
- Synonyms, antonyms, homonyms
- Dictionary skills

CONTENT: Vocabulary Development: Auditory/Visual Discrimination

OBJECTIVE:
1. The student will identify slight variations in pronunciation of words.
2. The student will perceive familiar word parts written and given word.

SKILLS:
- Auditory discrimination
- Syllabication
- Visual Discrimination
- Affixes

ACTIVITIES 6-7-8-9

1. Prepare a printed list of paired words such as the following:

   invisible -- indivisible
   perspective -- prospective
   formally -- formerly
   personal--personnel
   prosecute--persecute
   accept--except
   father--further
   vacation--vocation
   conscience--conscious

   Choose one word from each pair. Pronounce it and then use it in a sentence. Ask the students to underline the word you pronounced.

2. Prepare a printed list of 25 words. At the right of each word, list three other words, only one of which contains the original word.

   ex.: equal -- energize, equalize, epitomize

   final -- finally, finely, finite

   expend -- experience, expensive, expendable

   Have the students underline the word which contains the original word. Complete the exercise by pronouncing all words carefully and by using them in sentences.

   This activity can be used at all grade levels and with students of varying abilities by changing the vocabulary to an appropriate level. The technique could be incorporated into a spelling lesson or a literature vocabulary lesson. Consider using this for frequent five-minute drills.

CONTENT: Vocabulary Development: Phonetic Analysis, Variant Consonants
Auditory Discimination

OBJECTIVE: The student will identify and employ variant consonant sounds.

SKILLS: Identifies and employs variant consonant sounds: c, g
Identifies and employs variant consonant sounds: s, qu, x, gh

ACTIVITIES 6

1. Play store. "If I had a cent, I'd buy a ________________ (city, circus, cereal bowl, etc.). Children make pictures of objects and take them home in a brown paper bag.

2. Have an individual or small group look through old magazines and catalogs for the desired pictures showing variant consonant sounds of c, g, s, qu, or x. Let them cut out the pictures and glue them to cards. Have them group them together to be used in games.

3. Use both sounds of g to make a cinquain. Discuss the different sounds of g.

Giraffe
Giant giraffe
Giant giraffe galloping
Giant giraffe galloping gaily
Giraffe

CONTENT: Vocabulary Development: Phonetic Analysis

OBJECTIVE: The student will decode words by using phonetic analysis.

SKILLS: Phonetic analysis

ACTIVITIES 6-7

1. Have students write, then say, a tongue twister where one beginning sound is prevalent all the way through.

   Example: "Peter Piper Picked. . ."

2. Ask students to prepare a grocery store list categorizing all items with the same beginning sounds into one category.

   Example:
   soup
   soda
   salt

   mayonnaise
   mustard
   milk

   bread
   beans
   bananas

3. Prepare work sheets which afford the child practice in recognizing silent consonants in each word.

   Example:
   knew
   know

   wrote
   knot

   high
   hour

4. Wh (wheel), th (tooth), ch (which), sh (shop), ng (ring)

   Direct students to find as many words containing the above digraphs as they can in newspapers and magazines. From these words they can compile their own word lists. Use these lists with partners or small groups for spelling purposes.

5. Have students classify words according to sounds of ow.

   Example: Draw one line under ow as in show.

   blow towel crown how low

   town bowl flowers howl window

arrow
brown
flow
vowel
crow
below
bellow
show
tower
power
pillow
shower
know
plow
throw
slow
snow
down
know
cowboy
yellow
towels
fellow
sparrow
blowing

6. Students are given a list of words. The student writes the vowels found in the words in list one and the consonants in list two.

Example:	List one (vowels)	List two (consonants)
	1. big ________	1. ________
	2. ball ________	2. ________
	3. not ________	3. ________
	4. good ________	4. ________
	5. fun ________	5. ________

7. Prepare a wheel with 8 parts. On each part print either oy or oi. Attach a spinner to the middle of the wheel and have a student spin it. If the spinner lands on the oi or oy letter combination, the student must correctly pronounce and spell a word using this combination to obtain a point. You may wish to provide a free space in which the child is given the opportunity to choose either of the combinations. This will increase interest in the game.

8. Write the letter s after the word that has the soft sound of g.

1. stage ________
2. page ________
3. gypsy ________
4. giant ________
5. gum ________
6. gun ________
7. good ________
8. gills ________
9. game ________
10. age ________
11. magic ________
12. ginger ________
13. guide ________
14. gift ________
15. bridge ________

CONTENT: Vocabulary Development: Structural Analysis

(Teacher list of prefixes for use in teaching decoding skills)

Mastered at grade level: 6 - 7 - 8 - 9

PREFIXES

Definition: A prefix is a syllable placed at the beginning of a word to change its meaning.

8	ab-	from, away, off
8	ad-	to, toward
8	an-	without
8	ante-	before
9	anti-	against, opposite
	auto -	self
9	astro-	stars
7	bi-	two
8	co-	with, together
7	com-	together
	con-	together
8	contra-	
7	de-	from, down
	dia-	through, between
	dis-	apart, away
8	en-	in
	ex-	out of, from
9	fore-	forward, before
	il-	not
8	im-	not
	in-	not
7	inter-	between, among
	ir-	not
	mis-	negative
	mono-	one
7	non-	not essential
9	out-	direction away from the inside
9	over-	above, excessive
7	per-	throughout
7	post-	after
	pre-	before
7	pro-	for, before
	re-	again, against
	sub-	under, beneath
7	super-	over, above
8	tele-	far
7	trans-	across, through
	tri-	thre
	un-	negative, not
	under-	beneath
9	uni-	one, single
	with-	against

CONTENT: Vocabulary Development: Structural Analysis

(Teacher list of suffixes for use in teaching decoding skills)

SUFFIXES

Definition: Suffix is a syllable placed at the end of a word to change its meaning.

6 able - capable of
6 age- place of, result of
6 al- of or pertaining to
8 ance- action, quality or state of
8 ant- condition of (adj.), person who (noun)
ate- condition of (adj.)
8 ation- indicating an act or a process
en- to render or induce
8 ence- action, quality or state of
8 ent- one who
8 eous- full of, composed of
er- one who
ful- full of, characterized by
fy- to make, cause, or form into
9 gram- something written
9 graph- an instrument for writing
9 hood- state, quality, conditioning or character of being
9 ian- belonging to
8 ible- capable of, able to be
9 ic- characterized by
8 ie- same as "y" in laddie, dearie
ion- act or process, condition of
8 ious- full of
8 ish- belong to
ism- action, process
6 ist- one who does
itis- inflammation
9 ity- abstract nouns of condition
6 ive- condition, state or quality of
6 ize- to make or make like
less- devoid of
ly- in the manner of
mania- madness for
6 ment- condition or state of
ness- quality or state of being
or- one who, that which
ous- possessing qualities of
phobia- fear of, dread of
ship- state or quality of being
sion- act of, condition of
tude- state of
6 th- part of
ty- quality, state of
9 ure- result, action
6 y- characterized by or inclined to

CONTENT: Vocabulary development: Structural Analysis

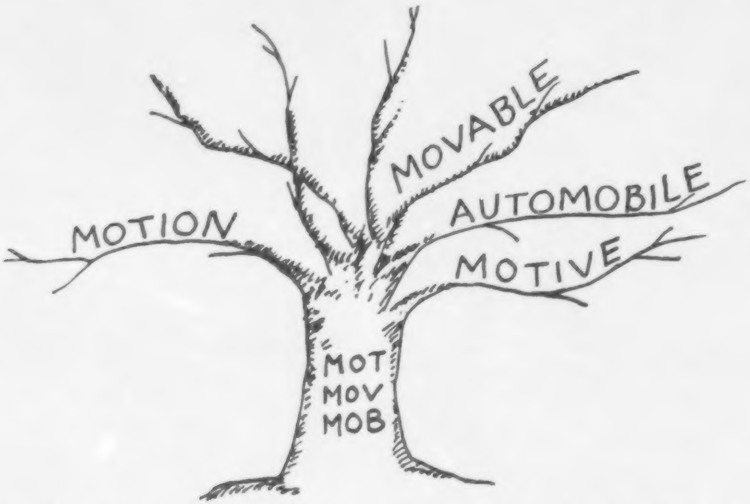
OBJECTIVE: The student will recognize familiar word elements in derived forms:

SKILLS:
- Prefixes
- Suffixes
- Root words
- Dictionary Skills

ACTIVITIES 7-8-9

Build a word tree. Select a common root such as "mot," "mov," "mob." The students will fill the branches of the tree with words such as "automobile," "movable," "motive."

Ex.:



This entire class can participate in this activity. Draw the tree with bare branches on the chalkboard. Let the students take turns contributing. When no more words are volunteered, get out the dictionaries. Demonstrate how unfamiliar words can be decoded by dividing them into smaller, meaningful units.
Other roots that you might use are: cred, credit, flex, flect, fract, mand, omni, rupt, strict, ten, tent, tort, vict, vor.

CONTENT: Vocabulary Development: Structural Analysis

OBJECTIVE: Students will apply decoding skills to words formed with roots and affixes.

SKILLS:
- Structural Analysis
  Root words
  Affixes (non, com, con, tri, super, pro, inter, trans, post, per, de, bi)
  (anti, ante, astro, fore, scrib, over, out, uni)

ACTIVITIES

7-8-9

Create, jointly, a master reference chart of all the word elements students have learned. This could be an ongoing project. As new affixes or roots are introduced, add them to the charts. The charts will include the following subheadings:

Prefixes Roots Suffixes

List the elements (prefixes, suffixes, roots) in alphabetical order and add meanings or classify by meaning when possible.

Example: Prefixes meaning not
in, un, non

Prefixes meaning before
pre, ante, fore

Prefixes meaning together
con, com

Record this information on a series of posters that can be used for reference. The following games and activities are based on the information on these posters. Any one of these activities can be used at any time during the year to reinforce structural skills.

1. Use the chart to have students form words by joining one of the affixes and one of the roots.
2. Design a bingo game using prefixes, suffixes, or roots and definitions of each particular element.

Ex.: Call card: Coming before in time

Bingo card entry: Fore

bi	fore	uni
non		out
pro	anti	tri

3. Have the students write a word with each of the following prefixes:

1. non not essential
2. com press together
3. non the lack of
4. con opposite of
5. com with
6. con the same as com
7. com together
8. non not a

4. List the definitions and the prefixes below on the board. Have the students copy them on paper, leaving five lines between each.

(anti)	1. The prefix means opposite; against
(ante)	2. The prefix means prior; earlier; in front of
(uni)	3. The prefix means one; single
(fore)	4. The prefix means being or coming before in time; front
(astro)	5. The prefix means star
(over)	6. The prefix means across a barrier; across the brim; excessive
(out)	7. The prefix means in a direction away from the inside or the center; situated outside; to become known

Then, list these words on the board. Each word goes under one of the above definitions. When the words have been grouped, define them orally in class using, the prefix definition as a starting point. When a definition has been established, have the students take turns orally composing sentences using each word.

antibody
antebellum
astrological
forerunner
overlook
outreach

overcoat
outlook
overhearing
overland
outdoors
outlive

universe
forecast
foremost
antiseptic
antifreeze
foresight
forewarn
unicorn
uniform
astroworld

5. Have students form words by joining one of the prefixes and one of the roots in each row

1.	non	cycle
2.	com	change
3.	con	cede
4.	tri	locate
5.	super	mester
6.	pro	commital
7.	inter	regulate
8.	trans	cent
9.	post	temp
10.	per	trol
11.	de	graduate
12.	bi	ile

When the word list is complete, define each orally in class.

CONTENT: Vocabulary Development: Structural Analysis

OBJECTIVE: The student will recognize the change in word usage through adding adverbial, adjectival, and noun suffixes.

SKILLS:
- Suffixes
- Parts of speech
- Oral composition

ACTIVITIES 6-7-8-9

Draw the students' attention to words in their reading that change part of speech through adding or taking away suffixes.

Ex. 1: She wore a mannish tailored suit.

mannish - adjective
man - noun
manly - adjective
manfully - adverb

Ex. 2:: Every day that child created a disturbance in the classroom.

create - verb
creation - noun
creativity - noun
creative - adjective

When the new words have been listed on the board and the part of speech of each identified, ask the students to orally compose a sentence using each new word. Write these sentences on the board and examine them with the class to determine the function of the new word in the sentence.

Ex. 1: He is such a manly little boy. (adjective)

Ex. 2: Jim struggled manfully to move the heavy desk. (adverb)

The selection of reading material will determine the vocabulary and the difficulty of this exercise. Therefore, it is appropriate for all grade levels.

CONTENT: Vocabulary Development: Context Clues

OBJECTIVE: The student will define unfamiliar words in reading materials by using various types of context clues.

SKILLS:
- Uses context clues to extract word meaning by: definition
  context information
  synonym
  appositive

ACTIVITIES 8-9

Write sentences on the chalkboard and underline the word in each to be defined from the context of the sentence. This is an oral exercise. When a student correctly defines the word, help the class to understand how he arrived at the definition.

Ex.: 1. The mortality, or number of deaths, from smallpox was once very high.

2. The crops were destroyed that year, and there was a famine.

3. The trees had lost their foliage and now stood bare and stark against the winter sky.

4. The children behaved in an obstreperous manner, noisy and strangely defiant.

5. The sad eyes and drooping tail gave the puppy a despondent look.

6. That greedy, avaricious man loved money better than life.

During the year select sentences from the students' reading assignments. Ask them to write a definition of the unfamiliar word using only the context clues. Then read to them the dictionary definition for comparison.

CONTENT: Vocabulary Development: Context Clues

OBJECTIVE: The student will be able to determine meaning of a word by using the sentence in which it is placed for clues.

SKILLS:
- Context Clues
- Skimming and scanning.

ACTIVITIES 6-7

1. Prepare a transparency with the following items or similar ones. Use this as an oral exercise. Students need to explain their choices.

Cindy had to shout to be heard over the noise of the airplane.

Shout probably means:
a)___________whisper
b)_____X_____yell
c)___________talk

Juan and Carla were excited about going on a vacation.

Excited probably means:
a)___________unwilling
b)___________eager
c)___________talk

He learned a valuable lesson when he had to do his math paper over because he'd done the wrong page.

Valuable probably means:
a)___________famous
b)___________important
c)___________harmful

It was hard to pass on the tortuous street.

Tortuous probably means:
a)__________heavy
b)__________costly
c)__________winding

2. Have each student write a sentence or skim textbooks or library books for sentences with similar context clues. Allow each student to write his sentence on the board, omitting one word that is explained in context. That word is added to the list which will be posted for students' use in the next step. (This could be done on the board.)

Use the sentences contributed by the students for a written exercise. Students are to write each sentence and fill in the blank with a word from the posted list.

Have student contributors fill in the blanks on the board and others check their work. Questions could arise. This would be a good time for discussion of use of words and their meanings.

Ex: 1. All the residents may enjoy ___________ use of the pool except children under 12 who must leave at 5 p.m.

2. Friends doubted that he had taken his own life, for _________ is unthinkable to such a deeply religious man.

3. Stadium police were told to _________ any spectator creating a disturbance.

The word list would be:
1. unrestricted
2. suicide
3. evict

CONTENT: Vocabulary Development: Content Area Words

OBJECTIVE: The student uses vocabulary acquisition skills to enlarge listening, speaking, reading, and writing vocabulary.

SKILLS:
- Content area words
- Spelling
- Categorizing
- Multi-paragraph expository composition

ACTIVITIES 6-7-8-9

Examine a unit or chapter from content area. Construct a vocabulary overview. Have students arrange vocabulary terms in a diagram that shows their interrelationship. The major theme of the unit or chapter is the theme of the overview.

Example:

Indian Life

Kinds of Indians	Home	Dress	Weapons	Food	Punishment
chief	village	loin cloth	tomahawk	venison	scalp
warrior	tepee	buckskins	lance	buffalo	gauntlet
brave	lodge	headdress	bow	antelope	banishment
squaw	hogan	blanket	arrow	corn	
papoose		moccasins	knife	bear	
		feathers	rifle	fish	
		warpaint	club	berries	
		beads			

This activity can be adapted to content material of varying degrees of difficulty. It can also be extended to a composition activity. Each category becomes a paragraph for a multi-paragraph expository theme.

CONTENT: Vocabulary Development: Synonyms

OBJECTIVE: The student will expand his vocabulary by becoming aware of over-used words

SKILLS:
- Synonyms
- Thesaurus
- Spelling

ACTIVITIES 6-7-8

1. Prepare a list of ten to twenty over-used words. Instruct students to write at least three substitutes for each of these, trying for terms that are more vividly descriptive. When the desk exercise has been completed, compile a synonym list on the chalkboard by having the students share ideas. Discuss unusual words. Comment on the kinds of instances where each would be a better choice than the original, over-used one. Call attention to the spelling. Complete the activity by consulting a thesaurus for additional synonyms. Add these to the student lists discussing the shades of meaning and using each in a sentence as they are added.

   Examples of over-used words are:

   1. nice
   2. good
   3. talk
   4. pretty
   5. fun
   6. walk
   7. "drag"
   8. teenager
   9. man
   10. wonderful
   11. great
   12. stupid
   13. crazy
   14. boring
   15. dumb
   16. old
   17. fine
   18. go
   19. loud
   20. said

2. Have the students select five or more words from the list and use these words in an original paragraph. After using the thesaurus for synonyms, have them rewrite the paragraphs substituting the more vivid synonyms for the over-used words.

CONTENT: Vocabulary Development: Synonyms

OBJECTIVE: The student will select synonyms as substitutes for familiar words in sentences.

SKILLS:
- Synonyms
- Skimming and scanning
- Spelling

ACTIVITIES 6-7

Have students work together in small groups to select sentences from a variety of texts, catalogs, magazines or newspapers. The students will copy the sentences on paper or cut them out of the printed material. These sentences are then pasted on 3 x 5 cards. Each card represents one "game" and should have at least three sentences.

When each group has developed as many cards as there are people in the group, the game begins. Each player draws a card and on scratch paper writes as many synonyms or "substitutes" as he can for any word in the sentence.

Ex: The pretty flower was put in the tiny container.

pretty - gorgeous
colorful
beautiful

put - arranged
placed

tiny - small
wee
minute
little

container - vase
holder

At the end of each round, the student who has sent in the most "substitutes" wins. The cards are then passed to the right and the next game begins.

CONTENT: Vocabulary Development: Homonyms

OBJECTIVE: The student will differentiate between pairs of homonyms by giving the definitions of each.

SKILLS:
- Homonyms
- Spelling
- Synonyms

ACTIVITIES

6-7-8

On the board draw a sample chart of three columns. In the center column list pairs of homonyms. Direct the students to complete the chart on their own papers by writing the definition of each homonym in the column next to it.

Example:

	Homonyms	
a part	piece/peace	quiet
toward	to/two	pair
bridle	rein/rain	water
stitch	sew/sow	plant
relative	aunt/ant	insect
a cavity	hole/whole	entire
grain	rye/wry	crooked
two	dual/duel	fight
boy	son/sun	star
moisture	wet/whet	sharpen

Note:

This activity can be adapted for more advanced students by selecting more difficult pairs of homonyms.

CONTENT: Vocabulary Development: Homonyms

OBJECTIVE: The students will demonstrate an understanding of the difference in meaning of pairs of homonyms by writing sentences using each word appropriately.

SKILLS:
- Homonyms
- Sentence development
- Spelling

ACTIVITIES 6-7

Write pairs of homonyms on the chalkboard.

Ex:
1. knight
   night
2. pail
   pale
3. blue
   blew
4. dye
   die
5. flour
   flower
6. some
   sum
7. compliment
   complement
8. principal
   principle
9. stationary
   stationery
10. vein
    vane
    vain

Give one sentence as an example of how you expect the students to complete the exercise.

Ex: The knight went to the castle at night.

Have volunteers write the completed sentences on the board. Working with the class, edit the sentences by checking spelling, usage, etc.

CONTENT: Vocabulary Development: Dictionary

OBJECTIVE: The student will use sentence context to determine the meaning and the pronunciation of words.

SKILLS:
- Uses dictionary for pronunciation guide
- Uses diacritical markings
- Uses context clues

ACTIVITIES 6-7

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1. Give each child a word that has more than one pronunciation. The child must write the re-spelling and use each word in a sentence. Each child may illustrate each sentence he has written.

2. Prepare a list of words with more than one pronunciation (minute, desert, etc.). Write sentences using these words. Have the students use the dictionary to find the correct pronunciations. Have them write the correct pronunciations using phonetic spelling and diacritical markings.

   Example: Sand is made of minute
   particles of rock. (mī n(y)üt)
   Sixty seconds make one
   minute. ('min ət)

3. Assign a creative writing in which the child must use a minimum number of words with more than one pronunciation. He must orally read his story and the class must identify each word which can be pronounced two ways.

CONTENT: Vocabulary Development: Unabridged Dictionary

OBJECTIVE: The student will use the unabridged dictionary to locate more detailed information than that available in the abridged dictionary.

SKILLS:
- Dictionary usage
- Scanning reading material

ACTIVITIES 6-7-8-9

Place an unabridged dictionary and an abridged one side by side to show the difference in size. Point out the following about the unabridged dictionary:

1. It contains possibly a half million words.
2. For most words it gives uncommon or historical meanings.
3. It clarifies meanings of some words by quoting examples of usage by prominent authors.
4. It discusses the distinction in meaning between words whose meanings seem to be similar.

Prepare a transparency (see following page), or ditto sheets of the entries for the word "celebrate" and with the students compare the amount of information given in the two entries.

Prepare a list of questions similar to those below. Students working in pairs can take turns finding the answers to these questions in an unabridged dictionary:

1. What is the meaning of the abbreviation NATO?
2. What is the population of Leningrad?
3. What is the capital of Ireland?
4. When did Booker T. Washington die?
5. Explain the metric system.
6. Where is Cornell University located?
7. Explain the way syllables are divided in dictionary entries.
8. Define the word "slalom."
9. How are the letters "A" and "B" written in Braille?
10. What is the basic unit of money in Spain; Japan; India?

^{1}**celebrate** *adj* [ME *celebrat*, fr. L *celebratus*] *obs* : CELEBRATED
^{2}**cel·e·brate** \\-ˌbrāt, *usu* -ād·+V\\ *vb* -ED/-ING/-S [L *celebratus*, past part. of *celebrare* to frequent, celebrate, fr. *celebr-*, *celeber* much frequented, famous; akin to L *celer* swift — more at CELERITY] *vt* **1** : to perform (a sacrament or solemn ceremony) publicly and with appropriate rites : SOLEMNIZE ⟨~ the mass⟩ ⟨~ a marriage⟩ **2 a** : to honor (as a holy day or feast day) by conducting or engaging in religious, commemorative, or other solemn ceremonies or by refraining from ordinary business **b** : to demonstrate grateful and happy satisfaction in (as an anniversary or event) by engaging in festivities, indulgence, merrymaking, or other similar deviation from accustomed routine ⟨as though he had had a drink or two — which indeed he might have had in reality, to ~ the occasion —Joseph Conrad⟩ **3** : to proclaim or broadcast for the attention of a wide public ⟨that bloody nationalism which *celebrated* itself on so large a scale in 1914-1918 —Francis Hackett⟩ **4 a** : to portray with a high valuation and usu. in enhanced or poetic form or in exalted interpretation in a way to contribute to public awareness, edification, or enjoyment : hold up or play up for public acclaim or homage : EXTOL, GLORIFY ⟨verses *celebrating* the personal idiosyncrasy of the Yankee farmer⟩ ⟨American fiction had regularly *celebrated* the American village as the natural home of the pleasant virtues —Carl Van Doren⟩ **b** : to commemorate in appreciative interpretation for posterity esp. in some literary or art form ⟨his birthplace, *celebrated* by him in his early poetry —Padraic Colum⟩ ⟨the sort of beauty that is *celebrated* by the heroic male sculptures in the fountains of Rome —Tennessee Williams⟩ ~ *vi* **1** : to observe a holiday, perform a religious ceremony, or take part in a festival ⟨in an Eastern liturgy several priests may ~ together⟩ ⟨in the Western mass, the priests ~ in the Latin fashion⟩ **2 a** : to observe the occasion of an achievement, reunion, anniversary, or other notable occasion with gaiety **b** : to engage in hilarious festivities usu. including drinking
syn see KEEP

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cel·e·brate \\ˈsel-ə-ˌbrāt\\ *vb* **-brat·ed**; **-brat·ing** [L *celebratus*, pp. of *celebrare* to frequent, celebrate, fr. *celebr-*, *celeber* much frequented, famous; akin to L *celer*] *vt* **1** : to perform (a sacrament or solemn ceremony) publicly and with appropriate rites ⟨~ the mass⟩ **2 a** : to honor (as a holy day or feast day) by solemn ceremonies or by refraining from ordinary business **b** : to demonstrate satisfaction in (as an anniversary) by festivities or other deviation from routine **3** : to hold up or play up for public acclaim : EXTOL ⟨his poetry ~s the glory of nature⟩ ⟨~ life⟩ ~ *vi* **1** : to observe a holiday, perform a religious ceremony, or take part in a festival **2** : to observe a notable occasion with festivities ***syn*** see KEEP — **cel·e·bra·tion** \\ˌsel-ə-ˈbrā-shən\\ *n* — **cel·e·bra·tor** \\ˈsel-ə-ˌbrāt-ər\\ *n* — **cel·e·bra·to·ry** \\-brə-ˌtōr-ē, -ˌtȯr-\\ *adj*

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CONTENT: Vocabulary Development: Thesaurus

OBJECTIVE: The student will understand the use and the limitations of the thesaurus.

SKILLS:
- Thesaurus usage
- Connotations

ACTIVITIES 7-8-9

Students should be given a thorough explanation of the thesaurus before trying to use it. Teachers should point out the following:

1. The word "thesaurus" is derived from a Latin word meaning "treasure." Therefore, a thesaurus is a treasury of words.
2. The purpose of using a thesaurus is to help find the exact word to express a given meaning.
3. While the thesaurus can be useful to a writer, it can also be a dangerous reference since the synonyms listed there are without definitions or explanations of differences in meaning. It is easy, therefore, to choose an inappropriate word. When coming across unfamiliar synonym, its meaning should be checked in a dictionary.

Assign these exercises to your students for practice.

1. Find three words that can be used instead of "youth."
2. What are two words that can be used to describe a small town? (i.e., village, hamlet)
3. List words that can be used to identify a specific messenger. (i.e., postman, announcer, dispatcher, errand boy)
4. What are some words that can be used for "artist"?

CONTENT: Vocabulary Development: Thesaurus

OBJECTIVE: The student will use the thesaurus to extend his vocabulary through synonyms and antonyms.

SKILLS:
- Thesaurus
- Synonyms
- Antonyms

ACTIVITIES 6-7-8

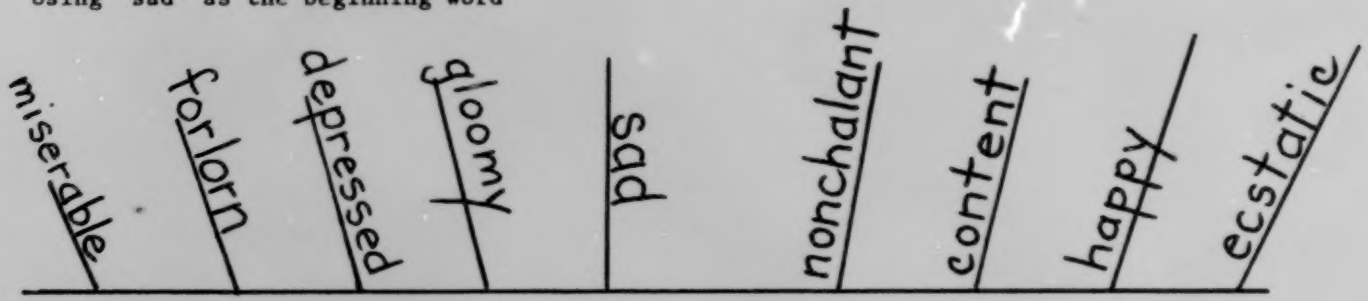
Borrow thesauruses from the library or other teachers. Use fairly simple ones such as *In Other Words, A Beginning Thesaurus*, Scott, Foresman and Co. as well as the more advanced *Roget's International Thesaurus*. Divide the class into small groups with at least one thesaurus per group. Allow time for the students to examine the books for organization and types of information. Through discussion establish the fact that this reference is used when the meaning of a word is known, but a synonym or antonym is needed.

On the board write a list of words that will be easy to use for this exercise.

1. sad
2. little
3. break
4. pretty
5. attempt
6. admire

Assign a word to each group. Working together they must devise a word spectrum to show the graduations in meanings of the synonyms and antonyms for the word.

ex: Using "sad" as the beginning word



CONTENT: Vocabulary Development: Thesaurus

OBJECTIVE: The student will use the thesaurus to make euphemisms.

SKILLS:
- Thesaurus
- Vocabulary enrichment

ACTIVITIES 8-9

Walk through a few sample euphemisms to give the class an idea of how to proceed. Point out the elements that are described such as the function of the item, its feel, its appearance, etc. Ask them to make their own euphemisms for familiar classroom items by using the thesaurus to locate synomyms for usual descriptive terms.

The following examples were created by 8th grade students.

Examples:

... a mechanical device serviceable in honing narrow graphite recording implements (pencil sharpener)

... an encased graphite delineating instrument advantageous in preserving communication (pencil)

... an electronic mechanism signaling a timetable previously mandated by directorial authority (bell)

... an accumulation of helically bound parchment leaves facilitating preservation of pedagogical manifestations (spiral notebook)

... a compartmentalized structure functional in accommodating storage of literary dissertations (bookcase)

... a laminated scholar's supportive lectern utilized in expediting enlightment (student's desk)

... a cylindrical receptable accommodating unserviceable and obsolete agglomerated refuse (wastebasket)

... a woolen oblong indispensable information eradicator (chalk eraser)

CONTENT: Vocabulary Development: Word History

OBJECTIVE: The student will recognize and identify word history and how words change with time.

SKILLS:
- Recognizes and identifies word history
- Recognizes and identifies word changes

ACTIVITIES 6-7

1. Place a large piece of poster paper or a length of newsprint on the wall. Entitle it "Graffiti." Allow the students to write on the paper any acceptable current jargon or word changes for a given period of time. These are later read and discussed.

2. Choose several words that have taken on a new meaning in recent times. Have students talk to parents and grandparents about former meanings of the words and record the old meaning along with the new. Examples: neat, square, turkey, cool, bread, bag, cat, pad, dig, tough, swinger.

3. Introduce the history of words by examining a page in a dictionary. Point out to the students that a word's history usually follows the definition and that it is enclosed in square brackets. Within these brackets another arrow-shaped symbol means "derived from."

   Example: CA RESS N., V, touch to show affection, [< F caresse
   < Ital. Carezza < L carus, dear]

   Explain that our word "Caress" comes from the French word "Caresse" which comes from the Italian word "carezza" which, in turn, comes from the Latin word "Carus," meaning dear.

   After walking through several word histories orally as students follow with their dictionaries, assign a different vocabulary or spelling word to each student and have each write out the step by step history. These can be shared orally in class.

4. Group the students into time periods to do a time line on historical events and their influence on the English language. Students may consult the dictionary to find words originating in the different time periods. Students then present their time lines to the group. These are combined and displayed in sequence.

CONTENT: Vocabulary Development: Etymology

OBJECTIVE: The student will become aware of word history

SKILLS:
- Vocabulary development
- Word history

ACTIVITIES 9

Teachers should point out that many words have interesting histories, and often many English words are derived from and refer to persons, places, events, or well-known stories. The word "jersey" can be written on the board and a discussion centered around the pullover garment that originated in the Island of Jersey in the English Channel between England and France. Another word that can be discussed is "tantalize" which originated with the Greek mythical figure whose name was "Tantalos." The story can be told of Tantalos's repeating secrets told by Zeus and his punishment by being placed in water he could not drink because it receded away from him and of the fruit on the branches above him which were out of reach. After the explanation assign the following exercise:

Check the derivation of the following words in the dictionary:

herculean
boycott
chauvinistic
spoonerism
titanic
mentor
jovial
mercurial

Demonstrate the use of each word by using it in a complete sentence.

CONTENT: Vocabulary Development: Colloquial and Coined Words

OBJECTIVE: The student will recognize and identify colloquial and coined words.

SKILLS:
- Recognizes and identifies colloquial words
- Recognizes and identifies coined words

ACTIVITIES 6-7

1. a. Write on the board each of the following colloquial expressions:

   a. Those words are over my head.
   b. Jane is up to her neck in work.
   c. I think I'll hit the hay early.
   d. It's really raining cats and dogs today.
   e. She let off steam.
   f. I'm so hungry I could eat a horse.
   g. He shot off his mouth once too often.

   Without preliminary discussion, have each student illustrate exactly what one sentence says. Then share the illustrations.

   b. Discuss words common to one geographical area that may not be used in other geographical areas.

   1. I'm through with my work.
   2. I'm done with my work. (Eastern)

   Additional words: croak (die), loony (crazy), gyp (cheat), boner (error), grub (food).

2. Draw and cut from poster paper objects indicative of four different kinds of coined words. Label each picture with the type of coined word it represents:

   a rocket - "Scientific Names"
   a motel - "Blends"
   a telephone - "Clipping"
   a man scuba diving (or equipment) - "Initials"

Write the following words on 3 x 5 cards. Have students classify them according to the appropriate type as you discuss each one:

Scientific names - Astronaut, astroturf, sonar, radar, transistor, audio, video
Blends - Motel, paratroop, smog (smoke, fog)
Clipping - Phone, lab, sub, cab
Acronyms - Scuba, PAR, NATO, MASH

Coined Words

1. Scientific names - usually from Latin and Greek.
   Example: Television (from Greek "tele" - at a distance, plus Latin "videre" - to see)
2. Blends: - Blending established words.
   Example: Motel (motorist's hotel)
   paratroop (parachute troop)
3. Clipping - Shortening a word.
   Example: Taximeter cab (taxi or cab)
4. Acronyms - Using initials to form a word.
   Example: Scuba (self-contained underwater breathing apparatus); PAR (Public Affairs Research)

3. a. Have students research colloquial expressions through pen-pals and books. Keep a list of colloquial expressions encountered and make a poster or dictionary of the words or expressions. Group words or expressions by definition. Example: words for bag - sack, poke; words for soft drinks - coke, soda, pop.

b. As follow-up, have students "talk" like someone else for a day, using certain words and expressions indicative of a certain region of the country. Students can keep points on who was able to use them most consistently, etc.

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CONTENT: Vocabulary Development: Word Meanings, Abstract Words

OBJECTIVE: The student will recognize, identify, and use words with abstract meanings.

SKILL: - Recognizes and identifies words with abstract meanings

ACTIVITIES 6-7

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1. Have students, individually or as a group, choose one abstract word, and make a collage of pictures, poems, etc., in which the meaning of the word is shown or demonstrated.

2. Show a painting or picture of a scene that would evoke emotional responses. Students dictate a cinquain to be written on the board or overhead projector about the painting. Discuss words with abstract meanings within the cinquain. Example:

   (Patriotic Picture)
   Patriotism

   Loyal
   Love of Country
   Patriotic symbols
   Give feelings of security
   Freedom

   (Painting of Fall Scene)
   Changes in Time

   Listening
   To still faint sounds
   Of crisp, dry, rustling leaves
   Crackling beneath the weight of feet
   Trampling

   A cinquain contains five lines. The lines contain 2, 4, 6, 8, and 2 syllables respectively. Students write, then read orally, their own cinquains. These may be illustrated, displayed, or collected in book form for reading by others.

3. Draw a ladder on the board or on poster paper entitled "Abstraction Ladder." Begin the discussion by asking, "How are these different?" Johnny Bench - athlete - sports - activity - life

   Discuss how each word becomes more abstract than the previous one. Have the following words on cards to be placed on the ladder by the students from least abstract to most abstract: you (using your own name), pupil, school, education, learning. Students then make ladders of their own. Pupils exchange ladders to read.

CONTENT: Vocabulary Development: Word Meanings, Emotions
Written Composition: Paragraph Describing An Emotion

OBJECTIVE: The student will recognize, identify, and use words which express emotions.

SKILL:
- Recognizes and identifies words expressing feelings
- Writes a paragraph expressing an emotion

ACTIVITIES 6-7-8

1. Show the students a transparency (or picture) depicting various facial expressions. Discuss the feelings of the characters and situations which might have created these feelings. Write words on the board that the students verbalize, suggesting some of your own that relate to emotions. (You may include some of these in spelling lists as they relate to various skills being taught.) Each student then writes one sentence about one of these characters, using words from the board. These are shared orally, after which students write a paragraph using their topic sentence. They may illustrate their own character. These could be placed on a bulletin board entitled, "I've Got Feelings."

2. Give the pupils the following list of words:

   shaky
   excited
   sleepy
   irritable
   lazy
   tremendous
   frustrated
   delighted
   ambitious

   Ask them to write the words to look the way they feel. Display these by placing words which have been cut apart below a piece of sandpaper for harsh words and piece of velvet for soft words.

3. Have the following words on the board or cards:

   skepticism
   delectability
   anguish
   humility
   aggression
   perplexity

   Give orally the following situations. Students will select the word that fits the situation.

   Situation #1: Last month, we went on a trip to New Orleans. The thing I enjoyed most was the delicious food. (delectability)

Situation #2: World War II began when a power-hungry man named Hitler invaded surrounding European nations. (aggression)

Situation #3: Sue had not completed her assignment. The teacher was having the question and answer period, and she hoped the bell would ring before her turn came. (anguish)

Situation #4: John would not speak to me today, but seemed friendly when school was out yesterday. I wonder what's wrong? (perplexity)

Situation #5: He says he will rake the yard tomorrow, but he has promised to do it for the past three weeks. (skepticism)

Situation #6: James did such a fine job on the scenery for the play, but did not want his name on the program. (humility)

Other words will then be added and discussed. Students write their own situations to fit words from the total list. They exchange situations with other students who fill in the correct words. You may follow with similar worksheets.

CONTENT: Vocabulary Development: Denotative-Connotative Word Meanings

OBJECTIVE: Through role-playing students will become aware of differences in literal and connotative meanings.

SKILLS:
- Denotative-Connotative word meanings
- Synonyms

ACTIVITIES 8-9

Ask students to work in small groups. Two people in each group will "be" a word. The other group members will help plan the pantomimes for the two "words"

Put a list of words on the board whose actual (denotative) meanings and connotations (especially when applied to people), differ.

Ex.
1. yo-yo
2. dense
3. rat
4. shark
5. flake-flaky
6. blue
7. cool
8. smart

Assign a word to each group. One member must work out a pantomime for the actual meaning. For instance the denotative "cool" could shiver and put on an imaginary coat. The connotative "cool" could demonstrate pleasure by nodding and smiling enthusiastically and with silent applause. (Remember, no sound in a pantomime)

The class can guess which word is being demonstrated.

The activity can become more sophisticated by selecting a noun such as man. Have one boy stand as the plain man. List synonyms on the board and have other students pantomime the connotations of the synonyms.

Ex.
1. gentleman
2. grandfather
3. beau
4. buddy
5. male

CONTENT: Vocabulary Development: Denotative-Connotative Word Meanings

OBJECTIVE: The student will recognize the favorable and unfavorable connotations of words with similar meanings.

SKILLS:
- Connotations
- Descriptive paragraph

ACTIVITIES 8-9

On the board or on ditto prepare the following word list and accompanying sentences to be completed.

CONNOTATION/DENOTATION

Words can mean the same thing but have different shades of meaning. Examine the following pairs of words and determine which word provides a more favorable comment about you.

1. thrifty, cheap

   a. I am ______________________________. b. He is ____________________________.

2. conceited, self-confident

   a. I am ______________________________. b. He is ____________________________.

3. sloppy, informal

   a. I am ______________________________. b. He is ____________________________.

4. slim, skinny

   a. I am ______________________________. b. He is ____________________________.

5. young, immature

   a. I am ______________________________. b. He is ____________________________.

6. stubborn, determined

a. I am______________________________. b. He is_________________________.

7. concerned, nosy

a. I am______________________________. b. He is_________________________.

8. relaxed, lazy

a. I am______________________________. He is_____________________________.

9. outspoken, rude

a. I am______________________________. b. He is_________________________.

10. over-dressed, well-groomed

a. I am______________________________. b. He is_________________________.

As a follow-up to the word list, have the students write a paragraph about another person demonstrating how to be both honest and inoffensive.

LITERAL COMPREHENSION

MAIN IDEA AND DETAILS

- Topic sentences
- Key words
- Transitions
- Summarizing

SEQUENCES

FOLLOWING DIRECTIONS

ORAL READING

CONTENT: Literal Comprehension: Main ideas and Details in Sentences, Key Words

OBJECTIVE: The student will unravel complicated sentences by applying the subject-verb core concept.

SKILLS:
- Main idea
- Supporting details
- Parts of the sentence (subject-predicate)

ACTIVITIES 6-7-8-9

Draw students' attention to a long complicated sentence in reading material. Help them to discover the "who" (subject) and "what" (predicate) of the sentence. Discuss with them how the parts of the sentence revolve around this core. After repeating this procedure orally with several sentences, present the following chart for completion:

Main idea
Who ________
What ________

Details
Where ________
When ________
Why ________
How ________

This method of sentence unraveling can be used with students of all reading levels. It may serve also to clarify meaning in poetry.

Ex.: ". . . . . At ease
in light frocks they walk the streets
to while the time away."
William Carlos Williams

Who they
What walk
Where streets

When ________
Why to while the time away
How at ease in light frocks

Point out that while some details may be missing (in this case, "when"), the sentence core, who (subject) and what (predicate), will always be answered.

CONTENT: Literal Comprehension: Main Idea

OBJECTIVE: Student selects topic sentences in paragraphs, and stories.

SKILLS:
- Selecting topic sentences
- Recognizing details

ACTIVITIES 6-7-8

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1. Have students read each paragraph below and find a good topic sentence for each one from the list below. Write the number of the topic sentence beside the paragraph.

   - The leaves and stems of plants move, but many plants are anchored to one place by their roots. Most animals, on the other hand, can move from place to place.

   - Animals respond more quickly and more strongly than plants. Many animals receive stimuli (things that stir into action) through the senses of sight, hearing, smell, taste, and touch. A hawk a mile in the air can see a field mouse. From several hundred yards away a tiger can smell a bear that had passed many hours before.

   - Plants grow throughout their lives. Animals grow to a certain size and then stop growing. However, when full grown, the bodies of animals continue to replace worn-out cells and repair injured ones.

   1. Both plants and animals must have food to survive.
   2. Both plants and animals grow.
   3. All living things can move themselves.
   4. Both plants and animals respond to stimuli.

2. Ask students to underline the topic sentence in the paragraphs below.

   - Tulips make you think of Holland. Perhaps you have seen pictures of the tulip fields. The flowers are grown behind the dunes in North Holland in a mixture of dune sand and river soil. The bulbs are dried and sold. The small brown bulbs, from which new flowers will grow, are shipped all over the world.

- About the grounds were many painted buildings. There were some for the Kahn's ten thousand horses, some for his harnesses and saddles, and some for his guards and stablemen. One building was for his treasure and one was for his clothes, robes of silk embroidered with gold and decorated with precious stones.

3. Ask the students to read the three paragraphs given below. The first sentences are missing from each one.

Find the beginning for each paragraph under Beginning sentences below, and write the number of it on the first line.

Beginning Sentences

1. What is work as explained by science?
2. What keeps a candle burning?
3. Can you tell how far you travel in a unit of time?

- If you know the rate at which you travel and the units of time during which you travel, you will know exactly how far you travel. Suppose a jet airliner flies from Boston to San Francisco at the rate of 600 miles an hour and the flight takes 5 hours. That means San Francisco is about 3000 miles from Boston.

- When a candle is heated, the wax of the candle begins to melt. The liquid wax in the candle moves up through the wick toward the flame. As it gets close to the flame, the liquid wax becomes hotter. When it gets hot enough, this liquid changes into a gas. This serves as fuel for the candle.

- Every time you lift food to your mouth, you are doing work. When you carry your books to school, you are doing work. The locomotive hauling freight cars is doing an enormous amount of work. A fly buzzing around a room is doing a tiny bit of work. Work is being done when anything is moved or is being moved.

CONTENT: Literal Comprehension: Main Idea

OBJECTIVE: The student will demonstrate the ability to detect main ideas in multi-paragraph compositions.

SKILL: - Selecting main ideas

ACTIVITIES 7-8-9

Cut out as many feature stories from newspapers as you have students in the class. Paste the headlines on index cards and the stories on larger cardboards or notebook paper.

Pass out the stories to the class and arrange the headlines together on a table. As the students complete the reading of the articles, allow them to come to the table to select the appropriate headline for their stories.

Ask them to compose another headline that would be fitting for the same story. Read these aloud in class.

CONTENT:	Literal Comprehension: Key Words Written Composition: Descriptive Paragraph
OBJECTIVE:	The student will recognize the control of key words over the development of an idea and will write a descriptive paragraph developed around key words.

SKILLS:

- Key words
- Spatial order
- Topic sentences
- Transition words and phrases
- Descriptive paragraph

ACTIVITIES 8-9

On the chalkboard write this formula and sample paragraph. Point out the key word "practical" in the topic sentence. Call attention to all the other words underlined twice and lead the students to understand how they emphasize the idea of "practical."

Ask the students to then identify the arrangement of the details of the paragraph (head to toe).

Then, call attention to the circled words and note how they carry the listing of details along (transition words and phrases).

Paragraph Formula:

Key word + transitions + logical order = good paragraph

Example 1: Every piece of clothing worn by the cowboy of the old west had a thoroughly practical purpose. The bandana which he wore around his neck, for example, could be used as a dust mask, a blindfold for a calf, or a bandage. His shirt and trousers were of heavy, durable material. His legs were covered also with leggings to protect him from thorns and rope burns. To complete his outfit he wore knee-high boots with spurs at the heels. No person was ever more suitably dressed for work than the American Cowboy.

When this oral exercise has been completed, present a second paragraph.

Example 2: The morning was unusually dark and cold. Heavy black clouds made it seem like twilight, and cars and buses still had their lights on at eight o'clock. Students, bundled in heavy coats, hurried down the walkway toward the school building. Once inside, they gathered around the radiators to warm frozen fingers and toes. In the classrooms boys and girls kept their eyes on the windows. The weather was perfect for snow.

Go through the same procedure with this paragraph, underlining the key words (dark and cold) and the repetitions of the idea, circling the transitions (once inside; in the classrooms), and identifying the logical order (outside-inside).

Present several topic sentences with key words around which descriptive paragraphs can be developed.

Example: 1. My mother is a patient woman.
2. The lunchroom is crowded and noisy.

Check completed paragraphs to see if they follow the formula.

CONTENT: Literal Comprehension: Sequences
Written Composition: Chronological Narrative

OBJECTIVE: From a given reading selection, the student will identify a chronological sequence of events and write a narrative paragraph in chronlogical order.

SKILLS:
- Recognizing chronological sequences
- Writing narrative paragraphs in chronological order

ACTIVITIES 7-8-9

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1. Have the students read the following newspaper article and then number the jumbled events in the order in which they actually occurred, 1-11 (see following page). Have them use this chronological list to rewrite the courtroom drama in a narrative paragraph.

DEFENDANT THROWS CHAIR AT PROSECUTOR

By JOHN TURNER

Burglary defendant Reuben Love "all of a sudden just exploded" and swung an oak chair in the direction of Fulton County prosecutor Andrew Weathers before a stunned judge and jury, authorites say.

Weathers, an assistant district attorney,threw up his arm to protect himself and the chair bounced into the middle of the courtroom after striking his wrist, Fulton Dist. Atty. Lewis Slaton said.

Weathers had just completed a cross-examination of Love, 25, of 698 Connally St. SE, Thursday when the defendant stood up in the witness box and grabbed the chair in front of him, Slaton said.

Weathers "was pretending like he wasn't, but he was a little shaken" after the incident, the district attorney said.

Fulton Superior Court Judge Elmo Holt immedately recessed the trial after the commotion, which occurred about 5:30 p.m. Weathers was sent to a doctor for X rays of his wrist but apparently was not seriously hurt.

Love was restrained by three deputies and handcuffed and then led out of the courtroom with tears steaming down his face after the trial was recessed, witnesses said.

The trial resumed Friday and Love was found guilty of the burglary charge.Six deputies stood by while the judge sentenced him to 20 years in prison for the offense.

Jumbled Order	Proper Sequence
-Love was found guilty -Love was restrained by three deputies and handcuffed. -trial resumed -Love swung oak chair -Love sentenced to 20 years in prison -defendant stood up in witness box and grabbed chair. -chair bounced into middle of courtroom. -Weathers threw up his arm -Weathers was sent to doctor for x-rays -Love led out of courtroom with tears streaming down his face. -trial was recessed.	

CONTENT: Literal Comprehension: Sequences

OBJECTIVE: The student correctly identifies the use of flashback and recognizes the author's purpose in using it.

SKILLS:
- Flashback
- Narrative paragraph

ACTIVITIES 6-7-8

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1. After explaining flashback, have the student read the following selections carefully and then see if he can find where the author has used flashback. Next, have students read the statements after each paragraph and place an X next to the statement that best describes how the author used flashback in that story.

A. Gail turned the key and opened the door to her apartment. She dumped her packages on the hall table, tossed her hat on top of them, and switched on the light. It was a tiny, cozy apartment, but this evening it looked large, empty, and lonely. Sophie had left yesterday, taking with her not only the few furnishings that had added warmth and color to the place, but leaving Gail bereft of her smiles, her laughter, and her companionship. Gail sighed. "Pull yourself together," she thought sternly, and went into the kitchenette to prepare her solitary meal.

_____ The use of flashback helps describe why the apartment seemed large and empty to Gail.
_____ The use of flashback helps the reader to better understand Sophie's reason for leaving.

B. Hubert was late again. Every other member of the club was there chatting sociably, waiting for him to appear. Henry spoke up: "Hubert's never on time!" he said angrily. "Today he's fifteen minutes overdue! If he doesn't arrive in ten minutes, I vote we kick him out of the club!"

"That's not fair," exclaimed Rob. "Hubert is the only one of us who has an after school job, and he can't always get away on time! Why are you always picking on him, Henry?" The answer, and all of them knew it, was that Henry had never gotten over the fact that Hubert had been elected vice president of the club instead of himself. "I disagree with Rob," someone else said. "Postponing our meeting fifteen or twenty minutes isn't the end of the world, especially for a great guy like Hubert!"

_____ The use of flashback helps to explain why Hubert was late.

_____ The use of flashback helps to explain why Henry disliked Hubert.

2. Have the students employ the flashback technique in writing a narrative paragraph.

CONTENT: Literal Comprehension: Expository Order, Cause to Effect
Written Composition: Expository Paragraph

OBJECTIVE: The student will identify cause to effect order in sentences and paragraphs and compose an expository paragraph stating the cause in the topic sentence and relating the effects in at least three additional sentences.

SKILLS:
- Recognizing cause to effect order in reading materials
- Writing a cause to effect paragraph
- Topic sentences

ACTIVITIES 7-8-9

Give students simple examples of cause to effect order in sentences.

Ex: 1. Because Susan is pretty and friendly, she has many dates.

2. As a result of his having an A average, John is often invited to join study groups.

Have one student orally give the cause and have another student complete the sentence by giving the effect. Continue this until you are sure the class understands the basic idea of cause to effect order.

Now give the students two or three examples of paragraphs written in cause to effect order.

Ex: My brother Fred is a superior swimmer. He has won three Southern AAU swimming titles in freestyle races. Fred was also the best freestyle swimmer in the Southeastern Conference. He was thrilled last week to receive an invitation to try out for the U.S. Olympic Swimming Team.

Discuss the development of this paragraph and others that you might present as examples. Have the students write similar cause to effect paragraphs of at least four sentences, stating the cause in the topic sentence.

Read the paragraphs aloud in class. Ask the class to identify the cause and the effects in each.

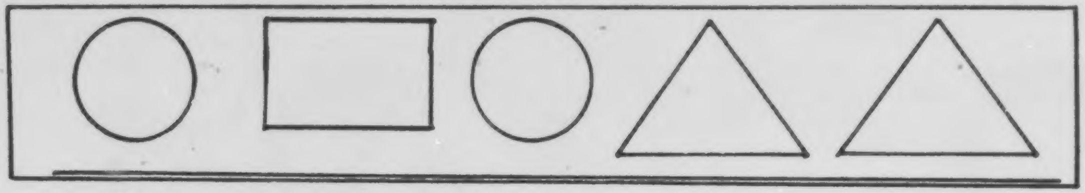
CONTENT: Literal Comprehension: Following Written Directions

OBJECTIVE: Students read to follow directions.

SKILL: - Following directions, written or oral

ACTIVITIES 7-8-9

Provide students with the illustration and accompanying directions. This may also be used as a listening activity if the directions are given orally.



1. If the box contains five figures, write yes on the line in the box.
2. If there are three circles in the box, put a dot in the first circle.
3. If there are three consecutive figures, each of which is different from the other two, draw lines that connect these three figures.
4. If there are more circles than squares, put an X in the second triangle.
5. If there are as many triangles as circles, put a dot in the middle figure in the box.
6. If the last three figures in the box are triangles, put a dot in the square.

Instruct the students to turn their page face down on the desks as they finish. When all students have had a chance to complete the exercise, draw the figure on the board as it should look in its completed version. Read each step to point out why each mark should be where it is.

Heilman, A. W. and Holmes, E. A. *Smuggling Language into the Teaching of Reading*. Columbus, Ohio: C. E. Merrill Publishing Co., 1972

CONTENT: Literal Comprehension: Following Oral Directions

OBJECTIVE: The student will follow oral directions to diagram a motor trip through Louisiana.

SKILLS:
- Listening to follow directions
- Map-reading
- Narrative paragraph; chronological order

ACTIVITIES 8

On ditto reproduce a simple map of Louisiana with several cities designated. Each student will have a map before the exercise begins. You could name this activity "How Well do you Listen?" Instruct the students to listen carefully as you describe a trip by car through the state. They must draw a line from city to city as you read the route of the trip. On the line they must indicate first day, third day, etc. A sample map is on the following page.

PARAGRAPH

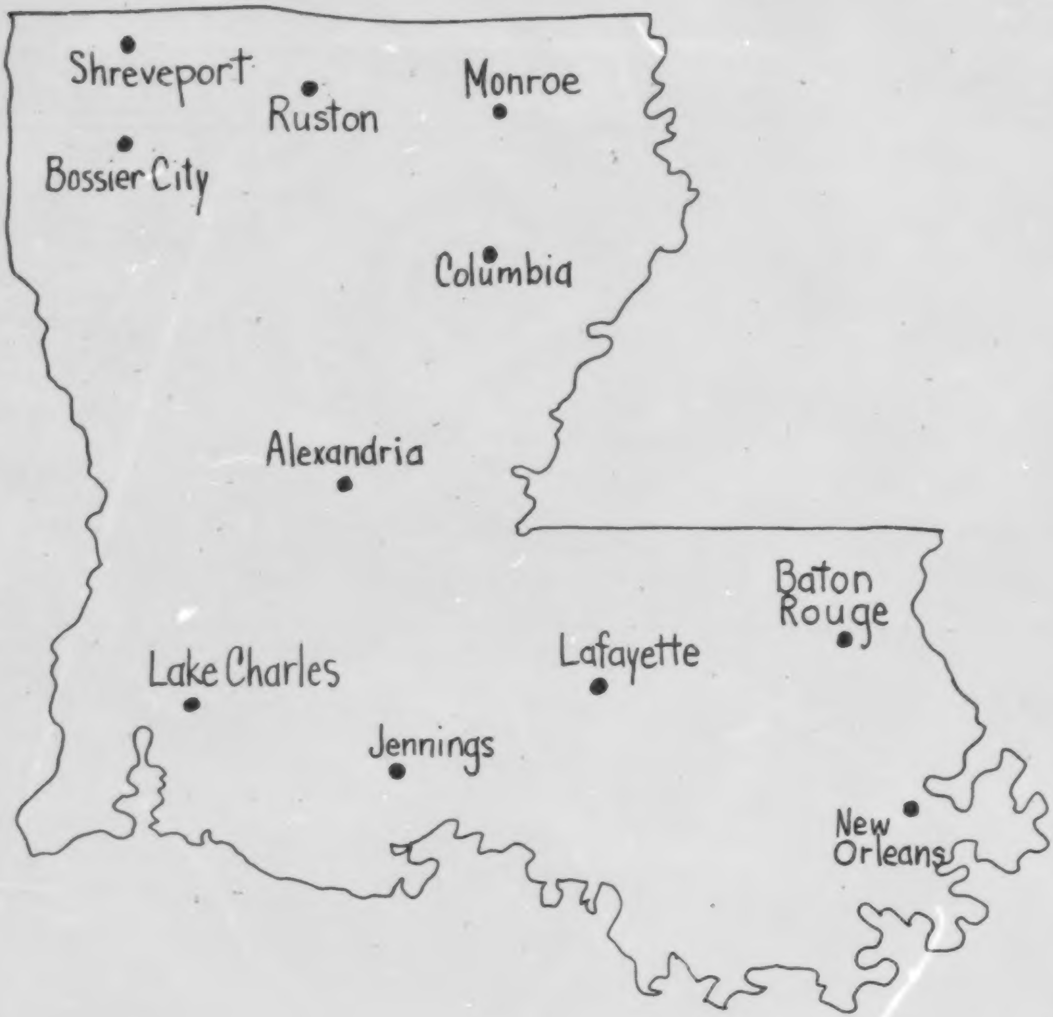
Last August we took a trip through our state of Louisiana. The first day we left Shreveport and drove to Monroe where we visited my aunt. The next morning we drove to Alexandria through the plantation country. From Alexandria we drove to Lake Charles to spend the night in a motel. We drove around the lake and saw the barges. Our next stop was in Lafayette. We ate crawfish and gumbo. We saw the big oak tree called the Evangeline Oak. We toured the Acadian Village and the University of Southwestern Louisiana. We drove to Baton Rouge to spend the night. We saw the state capitol. From Baton Rouge we drove to New Orleans. We spent three days in New Orleans. Our vacation was over so we drove straight back from New Orleans to Shreveport.

When this first step in the exercise has been completed, have the students check their papers as you ask questions such as:

1. Where did you go the first day?

2. What city did you drive through on your way to Lake Charles and Monroe?

Using a wall map of the state or Louisiana history texts, the students can now write tours of their own. Select a few of the best to be used in class on the second day for additional listening practice.


Shreveport
Ruston
Monroe
Bossier City
Columbia
Alexandria
Baton Rouge
Lafayette
Lake Charles
Jennings
New Orleans

CONTENT: Literal Comprehension: Punctuation to meaning

OBJECTIVE: The student will interpret meaning of punctuation in written composition.

SKILLS:
- Period, question mark
- Exclamation mark
- Comma, quotation marks
- Italics, parenthesis

ACTIVITIES 6-7

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1. a. Select a rhythm instrument to represent each punctuation mark. Give each student one of these instruments. Show a story on the overhead projector and have one child read it orally. When he comes to a punctuation mark, he should pause while the students play the appropriate instrument. Period = horn, question mark = melody bell, exclamation mark = cymbal.

   b. As a variation of the first activity of using rhythm instruments, have the children form the punctuation marks with their bodies.

   c. Play the Victor Borge punctuation recordings.

      (1) Have the children make the punctuation sounds with him.
      (2) Have them make up their own punctuation sounds.
      (3) Have them read stories or paragraphs using punctuation sounds.
      (4) Have them write their own creative stories or paragraphs using punctuation marks and then read them to the class using the punctuation sounds.

2. a. Make tagboard cards, printing a symbol or a use for the symbol on each one. For example, make a period on a card; then on four additional cards, print the words "at the end of a sentence," "after initials," "after an abbreviation," and "after a numeral on a list." A symbol card will be needed for each use card. Match symbols with their usage. An additional set of cards can show illustrations of these uses. Follow-up activities could include having the students write sentences illustrating the types of punctuation marks studied. These sentences can be read orally by the students. Other class members tell what punctuation marks are used and where they are placed.

b. (1) Have students write one another short letters to be delivered by a child playing the part of a postman. The children then read to the group the letters they have received. Emphasis is placed on writing good sentences and observing proper expression which is dictated by the parks of punctuation.

(2) Have students write each other short letters without punctuation and let them see how difficult it is to read.

3. A game which can add interest to comprehension of punctuation is a version of "What's My Line?" The children can plan this, choosing "guests" to represent punctuation marks. The guests are then questioned by the panel as to their functions and appearances. A guest might be introduced as "He is rather shy and seldom appears more than once in a sentence" (period), "Our first guest always appears in pairs" (quotation marks). Both the panel and guests should be cautioned that questions may be answered by "yes" or "no."

4. Make up sentences where change of punctuation changes meaning.

5. Put phrases and punctuation marks on strips of paper. Have a group of students hold the strips while another group manipulates their arrangement to form sentences with correct punctuation.

CONTENT: Literal Comprehension: Punctuation and Meaning
Proofreading and Editing: Punctuation

OBJECTIVE: The students will demonstrate punctuation usage through oral reading.

SKILLS:

- Applying punctuation rules
- Distinguishing among sentences according to meaning (declarative, imperative, interrogative, explanatory)
- Choral reading

ACTIVITIES 6-7

Cut large representations of punctuation marks from construction paper. If you are introducing or concentrating on only one or two, use only those. For review purposes, use all. Your punctuation characters might look like the examples on the page following the activity.

Now, prepare several short unpunctuated stories or articles. Use a ditto or the chalkboard. On Your Marks by Richard Armour (McGraw-Hill, 1969) has numerous funny verses that could easily be adapted for this exercise.

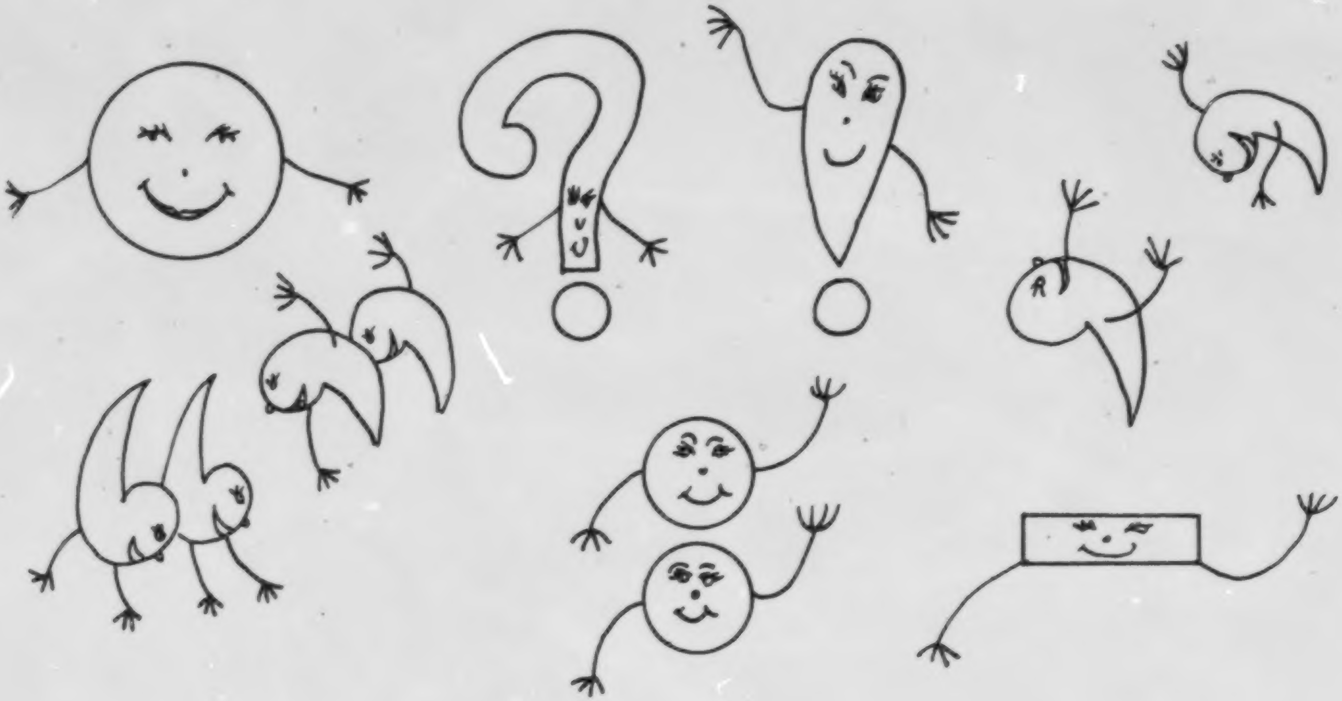
ex: Fat little period, round as a ball,
You'd think it would roll,
But it doesn't
At all.
Where it stops,
There it plops,
There it stubbornly stays,
At the end of a sentence
For days and days.

"Get out of my way!"
Cries the sentence. "Beware!"
But the period seems not to hear or to care.
Like a stone in the road,
It won't budge, it won't bend.
If it spoke, it would say to a sentence,
"The end."

After reviewing the punctuation marks to be studied and explaining the procedure to the class, pin the construction paper marks to student volunteers.

Direct the class in a choral reading of the story or verse. Have each "punctuation" mark stand and give his name as he is required in the story.

"The Night Before Christmas" is a good verse choice for sixth and seventh grades. Also, you might use Ogden Nash's poem "Is This Anyway to Advertise an Airline? You Bet It Is!" This activity provides an opportunity to illustrate how the choice of punctuation affects oral reading and how meaning can be changed by changing the punctuation.



INTERPRETIVE AND CRITICAL COMPREHENSION

RELATIONSHIPS

Comparison/contrast
Cause/effect
Point-of-view
Analogies

INFERENCES

Mood, setting, characterization
Conclusions/outcomes
Foreshadowing

FIGURATIVE LANGUAGE

SPECIAL USE OF LANGUAGE

Satire, irony, dialects
Rhyme and meter
Onomatopoeia

TYPES OF LITERATURE

CRITICAL READING

CONTENT: Interpretive Comprehension: Elements of the short story

OBJECTIVE: The student will understand the relationship of each element of a story to the development of the story.

SKILLS:
- Setting to situation
- Characterization
- Plot
- Point-of-view

ACTIVITIES 6-7-8

Setting to Situation

Read a short selection or story to students. Have a discussion, "What if..." Example: "What if the Eskimo were suddenly put in New York City?" How would the story change? What if we changed the story from today to 1700. How would the story change? What if we changed the giant to a small boy? How would the story change? Speculate about changes that could occur.

Plot Details

Read a selection to the group. Have the group brainstorm all the questions they can think of about things the author did not tell. Choose one of the questions and write the answer. Decide with the class if including all this extra information improves the story. Why not?

Point-of-view

Read a selection. Think about what would happen if an element of the story were changed - characters, setting (time or place), point-of-view (Three Little Pigs from the Wolf's point of view). Write a group story. Let each student contribute a sentence.

Characterization

Read a selection. Have students write words to describe some character is the story, was he/she generous or selfish? gentle or cruel? When several accurate words have been selected, ask the students to re-read the story and decide how the author lets us know this about the character. Let them read the passages aloud as they locate them.

CONTENT: Interpretive Comprehension: Analogous Relationships

OBJECTIVE: The student will be able to perceive analogous relationships.

SKILL: - Perceives analogous relationships

ACTIVITIES 6-7

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1. a. An analogy is a way of making comparisons. To prepare students for word analogies in which one pair of words shows the same relationship as another pair of words, give students picture cards showing a pair of objects that are related in some way. Have students tell how the objects are related.

   Example: Apple/Orange (Both are fruit.)
   Bat/Ball (You hit the ball with the bat.)

   b. As a follow-up, have students match picture pairs. For example, "apple/orange" would match with "banana/grapes." "Bat/ball" could match with "tennis racket/tennis ball."

2. Before having students complete word analogy pairs presented alone, give sentences suggesting the relationship.

   Example: You wear a glove on your hand.
   You wear a hat on your _________.
   So, glove is to hand as hat is to ________.

3. Have students complete or write analogies of their own related to a given topic. An example is "Louisianalogy," with analogies related to the state of Louisiana.

   Example: Houston is to Texas as New Orleans is to __________.
   Crawfish is to etouffe' as shrimp is to __________.
   Trout are to fishermen as muskrat is to __________.

CONTENT: Interpretive Comprehension: Analogies

OBJECTIVE: The student will recognize analogous relationships of words.

SKILLS:
- Analogies

ACTIVITIES 6-7-8

Reproduce the following explanation and word list on ditto or write on the board. The correct answers are circled for your convenience.

> Many words are related to one another in some way. Hot and cold are related because they are opposites. Toe and foot are related because a toe is part of the foot. Below are some sentences which contain related words. Think how the first two underlined words are related. Then from the list at the right, choose a word which is related to the third underlined word, and circle it.
>
> Example:

Fish is to water as bird is to	[✓ air]	desk	house
Eleven is to twelve as two is to	one	[✓ three]	ten
Cook is to spoon as carpenter is to	engine	[✓ saw]	horse
Merchant is to selling as doctor is to	steering	[✓ healing]	doubting
Clarinet is to orchestra as pupil is to	chalk	rodeo	[✓ school]
Ankle is to leg as wrist is to	float	shoulder	[✓ arm]
Rug is to floor as frosting is to	[✓ cake]	cafe	corner

Trumpet is to clarinet as shotgun is to	[✓ rifle]	attic	weather
Bean is to vegetable as doll is to	pottery	truck	[✓ toy]
Wickedness is to goodness as large is to	[✓ small]	balance	donkey
Pencil is to writer as brush is to	ancestor	official	[✓ artist]
Wood is to forest as iron is to	[✓ mine]	sea	troop
Gasoline is to engine as food is to	sound	banner	[✓ animal]
Crust is to pie as cover is to	power	[✓ book]	trouble
Pier is to ship as stable is to	[✓ horse]	bird	mange
Hat is to turban as shoe is to	[✓ moccasin]	franc	tank
Calf is to cow as lamb is to	[✓ sheep]	steer	bandit
Miserable is to sad as precious is to	[✓ dear]	dome	shape
Ice cream is to dessert as lamb chop is to	prairie	[✓ meat]	salad
Robin is to bird as halibut is to	linen	[✓ fish]	harbor

Note:
This activity is designed as an exercise in logical thinking. It can be made more difficult by not supplying the word choice.
Ex.: _______ is to earth as spiritual is to physical.
Ans.: Heaven

Sheldon, William D., ed. Arrivals and Departures. Dallas: Allyn and Bacon, Inc., 1964.

CONTENT: Interpretive Comprehension: Analogy

OBJECTIVE: The student will interpret an analogy.

SKILLS:
- Lyric poetry
- Vocabulary: analogy
- Expository Paragraph

ACTIVITIES 9

1. Have students read the poem "Fueled" by Marcie Hans

"Fueled"

Fueled
by a million
man-made
wings of fire--
the rocket tore a tunnel
through the sky--
and everybody cheered.
Fueled
only by a thought from God--
the seedling
urged its way
through the thicknesses of black--
and as it pierced
the heavy ceiling of the soil--
and launched itself
up into outer space--
no
one
even
clapped.

2. Point out to your students that this poem is a literary analogy comparing a rocket to a seedling. Ask them to explain how the rocket and the seedling are alike and how they differ. What is man's reaction to each? What is the author's attitude? After class discussion assign an expository paragraph discussing the analogy.

Levy, Wilbert J. Poems: American Themes.
New York: Amsco School Publications, Inc., 1979

CONTENT: Interpretive Comprehension: Inferences

OBJECTIVE: The student will detect inferences in stories and paragraphs.

SKILLS: - Makes inferences for stories read by the teacher

ACTIVITIES 6-7

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1. Read (or have the children read) such stories as Sleeping Beauty, The Three Little Pigs, Pelle's New Suit, Little Red Riding Hood, and lead the children in a discussion of points such as the following:

   a. What person (or animal) in the story would you like to have as a friend? Why?
   b. What person (or animal) would you not like to have as a friend? Why?
   c. How old do you think (a particular character) was? Why?
   d. What was (main character) trying to do?
   e. Why was it hard for (main character) to do this?
   f. How did (main character) manage to succeed in doing this?
   g. Where did this story take place?
   h. Did the story happen a long time ago? How do you know?

   (For eighth or ninth graders, these same questions could be used for book reporting.)

2. Give students pieces of conversation. See if students can figure out what the topic of conversation is. Examples:

   a. "...it's her tenth! Weren't you invited? Bonnie and Betty were."
   b. "I'd love to. It sounds like fun. I'm so hot today it will feel good. Let me go get my suit."
   c. "...not so good. I thought I would do better."

CONTENT: Interpretive Comprehension: Inferences, Mood

OBJECTIVE: Students will improve interpretive reading skills through development of a better understanding of mood.

SKILL: - Detecting inferences of mood

ACTIVITIES 7-8-9

Mood is related to the feeling one has after reading a story or a poem.

Read a short story to the students. "A Christmas Memory" by Truman Capote is a good choice. Hand out a check-list with these directions:

A. Circle the way you feel about what happened in the story:

happy
sad
satisfied
upset
angry
amused

other:

B. How do you feel about the main character?

like
dislike
hate
love
neutral
sympathetic

other:

When the students have made their choices, ask them to mention details of the story that influenced their feeling.

Badaczewski, Dennis and Rodriguez, R. J.
A Guidebook for Teaching Literature.
Dallas: Allyn and Bacon, Inc., 1964.

CONTENT: Interpretive Comprehension: Drawing Conclusions and Predicting Outcomes

OBJECTIVE: The student will use stated information to arrive at implied conclusion.

SKILLS:
- Inferences; characterization, setting
- Literal comprehension
- Drawing conclusions

ACTIVITIES 7-8

1. These suggested activities help students to understand how much information they acquire from inferences. To demonstrate this, begin with a series of pictures. Use the literature book or draw from a picture file. Ask the students such questions as:

    1. When did this happen (period in history)?
    2. Where did it happen?
    3. What will happen next?
    4. What is the mood depicted? (happy, sad, threatening)
    5. What can you guess about the characters?

2. Then present a series of short descriptions and a list of characters that might be described.

    Example:

    Read each story and decide who it is about. Choose your answer from the list below and write it on the line at the end of the story.

    sportsman
    potter
    cowboys
    hunter
    Pilgrims
    Eskimo
    farmers
    explorers

    He waited and waited for the animal to come. Even though he was afraid he held his arrows in his hand. hunter

    He slept warmly even though the wind was cold. His sealskin covers kept out the cold. Eskimo

    They waited and waited for the sap to run. At last the weather changed and the pails began to fill. farmers

They rode all day long and finally stopped. The horses were tired and the men were thirsty and hungry. ____cowboy____

Sheldon, William D. Open Gates Workbook.
Dallas: Allyn and Bacon, Inc., 1964.

3. Select a short story or poem in the literature text that provides more opportunity to draw conclusions from inferences. For example, you could ask the class to read the first three paragraphs of "The Torn Invitation" by Norman Katkov and from the information given, draw conclusions about the kind of boy Harry is and about the kind of neighborhood in which he lives.

   Using this same story practice predicting outcomes by stopping the reading at the point where Frankie tries to get Harry to go to the movie. Ask the class, "What will happen now?" "Will Harry's mother go to the open house?" "Will you hate Harry or feel sorry for him by the end of the story?"

CONTENT: Interpretive Comprehension: Foreshadowing

OBJECTIVE: The student will recognize the author's use of foreshadowing to create interest and suspense.

SKILLS:
- Inferences
- Foreshadowing

ACTIVITIES 7-8

Open the discussion on foreshadowing by asking the class if they can recall a T.V. program whose music indicated something bad was going to happen before the characters were aware of it. Then ask if they can recall a phrase or a sentence in a story that gave a clue of what was going to happen next. Write several examples on the board.

Ex: 1. I had it planned so perfectly nothing could go wrong, I thought. I should have known better.

2. Little did I know that letter would change my life.

Pick a selection from the literature book which has heavy, obvious foreshadowing early in the story. "The Most Dangerous Game" by Richard Connell is a good example. Both the mention of the dread Ship-Trap Island and Rainsford's statement, "Luckily, you and I are hunters," foretell events to come.

Read the first part of the story aloud to the class stopping at the point where Whitney decides to retire for the night. Discuss the foreshadowing and let the students speculate on what is going to happen.

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CONTENT: Interpretive Comprehension: Figurative language, simile

OBJECTIVE: Students will improve interpretive reading skills through working with figurative language.

SKILLS:
- Simile
- Sentence development
- Descriptive paragraph

ACTIVITIES 6-7-8

1. Prepare a transparency, write on a poster, or use the board to give the students the following explanation of a simile.

> A simile is a group of words or a written expression that compares two unlike objects or things. It is used in writing and in speech to better convey an idea.
>
> Example: cold as ice
> runs like a deer
>
> On that stormy winter day the hunter's feet were as cold as ice. (Develop the degree of coldness.)
>
> The anchor man on the relay team runs like a deer. (How fast is the runner?)

Notice the connectives as and like. There are others; however, these are the most used.

Give the students the following similes on the board or on a transparency. Have the students give you sentences using these similes. Write the first five sentences on the board so that all the class can see the use. Students should write sentences for 6-10. They could share these orally:

1.) float like a boat
2.) free as a breeze
3.) as wide as the ocean
4.) sings like a mockingbird
5.) quicker than a leopard
6.) clumsy as an elephant in a china closet
7.) swings like a pro

8.) grumpy as a bear
9.) as wide as the ocean
10.) fair as a thief

Examples: The child watched the cork float like a boat.

or

To the child's amazement the cork floated like a boat.

The communication gap between the boy and his father was as wide as the ocean.

The lava from the erupting volcano flowed like a river.

2. Hand out several newspapers. The sports page and the comic strips as well as other parts of the newspaper are rich with figurative language. Have students find at least five sentences with similes. Share these orally.

   As your students read daily have them look for similes. The similes could be written on a strip of paper and a bulletin board collage could be created. This should be in sentence form. The rule could be that the simile is always written in red, the rest of the sentence in blue or black.

3. Now you are ready to assign a descriptive paragraph. Select an area in the school such as the library. Use the jot system for ideas.

   Quiet
   Colorful
   Bright
   Comfortable
   Friendly
   Interesting looking

   With the class develop a topic sentence.

   Example: The library is a quiet, comfortable, friendly refuge.

   Ask that at least one simile be used in completing the description.

CONTENT: Interpretive Comprehension: Metaphors and Similes

OBJECTIVE: Students will improve interpretive reading skills through working with figurative language.

SKILLS:

- Metaphor (introduced)
- Simile
- Narrative poetry
- Onomatopoeia

ACTIVITIES 7-8

1. Prepare a visual with the definitions of metaphor and examples. Use the board, a transparency, or a poster board.

   A metaphor is similar to a simile. Is is a group of words comparing unlike things. A metaphor says one thing, is another.

   Example: He is like a fox is a simile.

   He is a fox is a metaphor.

   A metaphor suggests a comparison, but does not use "like" or "as."

   Metaphors paint pictures to the reader.

   Example: "The road was a ribbon of moonlight."

   Have students contribute common metaphors. Write several sentences on the board, so that all students can see the use as well as hear the sentences.

   Example: She is a living doll.

2. Select a poem for reading aloud with good, easily recognized metaphors. "The Highwayman" is an excellent choice. If you don't trust your reading skills, use a record. After reading for narrative content, go back and with the class select good examples of Noyes' use of metaphor to create visual imagery Compare the description of the road in the first stanza to the description of that same road in the first stanza of Part Two.

Don't miss the good examples of simile and onomatopoeia.

Example:
1. "his face burnt like a brand."
2. "Clattered and clashed in the dark inn yard."
3. "his hair like moldy hay."
4. "Tlot-tlot"

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CONTENT: Interpretive Comprehension: Figurative language, hyperbole

OBJECTIVE: Students will improve interpretive reading skills through working with figurative language.

SKILLS:
- Hyperbole (exaggeration)
- Skimming and scanning

ACTIVITIES 8-9

Write the following sentences on the board:

His house is so small, the flies have to walk sideways in the hallways.

His brother is so small he can do chin-ups on the curb.

I've told you a million times not to exaggerate.

Have students read these aloud. Ask them what is characteristic of each sentence. Exaggeration!

Exaggeration is frequently used in both written and oral expressions to say what we mean and to better get our point across. These exaggerated sentences are called hyperboles.

Give the students a few sentence starters on the board. Allow them to complete the sentences with an exaggeration. Do this orally. Write the sentence as they give it to you.

He is so thin (that light passes through him)

I am so tired (I could sleep on a clothesline)

I am so happy (I could laugh for a week)

Repeat the above allowing the students to write sentence endings individually. Some of these could be shared orally.

A few more examples:

1.) The night was so dark, you could slice it with a knife.

2.) His shadow was so long you could see it coming around the corner.
3.) He was so crooked he had to use a hammer to straighten himself in the morning.
4.) His soles are so thin he could step on a dime and tell if it was heads or tails.
5.) He is so low he could crawl underneath a door with a top hat on.

Some students would enjoy illustrating exaggerations. The best illustrations could be used for a bulletin board. This would serve as a visual reminder of the idea of hyperbole through the second phase of the activity.

Next, scan poems in the literature text for examples of hyperbole. "The Wonderful Crocodile," "The Strawberry Roan" and "A Red, Red Rose" furnish good examples. After locating examples of exaggeration through silent reading, read the poems aloud and discuss with the class the purpose or the effect gained by the use of hyperbole in literature.

CONTENT: Interpretive Comprehension: Figurative Language

OBJECTIVE: Students will interpret figurative language.

SKILLS:
- Personification (introduced)
- Narrative paragraph

ACTIVITIES 7-8

1. Write on the board, "The wind sounds very loud as it blows around the house." Ask the students, "If the wind were a person, what would it be doing?" Give the class some more sentences to convert into personifications.

   Examples:

   It rained. (The skies were crying)
   The waves were rough. (The sea was angry)
   It was cloudy. (The sun hid its face behind a cloud)

2. Have each student choose an object in the room, or another inanimate object, and imagine that he or she is that object. Then ask students to write paragraphs entitled, "My Life History as a _______."

3. From an appropriate passage students will copy as many sentences with personifications as they can find. Students will underline the personification in each sentence and interpret its meaning.

CONTENT: Interpretive Comprehension: Figurative Language

OBJECTIVE: The student will review definitions of various figures of speech and will be asked to find examples in stories.

SKILLS:

- Simile
- Metaphor
- Personification
- Hyperbole
- Onomatopoeia
- Alliteration

ACTIVITIES

7-8-9

1. As students begin to study literature, many new literary definitions are introduced and must be reviewed periodically. To help students distinguish between the terms, ask them to write a four line verse about the meaning of any literary term.

   The following are examples from a seventh-grade class:

   Simile

   I always say just what I mean
   I always compare two things.
   My gunmen are the words like and as
   They shoot a sentence with great pizazz.

   Personification

   I am a phrase
   That gives life to lifeless things,
   For example, have you heard
   That mountains are kings?

   Onomatopoeia

   What I mean is how I sound,
   And you know if I'm around.
   I will say just what I am.
   Buzz, clank, screech, and slam!

2. After reading the short story "The Ransom of Red Chief" by O. Henry, identify the following figures of speech.

   simile
   metaphor
   personification
   hyperbole
   onomatopoeia
   alliteration

1. There was a town down there as flat as a flannel cake.

2. He was a boy of ten with hair the color of the cover of the magazine you buy at the newstand.

3. The boy put up a fight like a welter weight cinnamon bear.

4. He was a pesky redskin.

5. They were screams as women emit when they see ghosts or caterpillars.

6. I caught that boy and shook him until his freckles rattled.

7. I was up in the tree as well hidden as a tree toad waiting for the messenger.

8. One more night of this kid will send me to a bed in Bedlam.

9. The ransom note spoke the message of two desperate men.

10. The rock whisked by his ear.

11. In ten minutes I shall cross the Central, Southern, and Middle Western States and be legging it trippingly for the Canandian border.

12. Old man Dorset that day demanded and dictated how the ransom should be paid.

13. His father peeled him away like a porous plaster.

14. Sam expected the town of Summit to rise up in arms over the dastardly kidnapping.

15. The sling whirred around his head.

16. It looked like a good thing to stage a kidnapping in the small, sleepy Southern town.

CONTENT: Interpretive Comprehension: Apostrophe, Theme

OBJECTIVE: The student will demonstrate an understanding of apostrophe and theme in a poem (song).

SKILLS:
- Reading poetry for meaning
- Figurative Language: Apostrophe
- Inference: Theme
- Vocabulary: Context clues
- Expository paragraph

ACTIVITIES 9

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1. Apostrophe, in poetry, is a figure of speech in which an absent person, an abstract concept, or an inanimate object is addressed directly. The song "America, the Beautiful" is an apostrophe.

2. Read "America, the Beautiful" as a poem. Use punctuation marks to help determine meaning. Theme is the central idea developed in a literary work. It is usually inferred. What do you think the theme of "America, the Beautiful" is?

"America, The Beautiful"

O beautiful for spacious skies,
For amber waves of grain.
For purple mountain majesties
Above the fruited plain!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

O beautiful for pilgrim feet,
Whose stern, impassioned stress
A thoroughfare for freedom beat
Across the wilderness!
America! America!
God mend thine every flaw,
Confirm thy soul in self-control,
Thy liberty in law!

Note:
"Break, Break, Break" is also a good selection for teaching apostrophe.

O beautiful for heroes proved
In liberating strife,
Who more than self their country loved,
And mercy more than life!
America! America!
May God thy gold refine,
Till all sucess be nobleness
And every gain divine!

O beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam
Undimmed by human tears!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

3. Define the following words as they are used in this poem, using context clues.

amber
thoroughfare
stress
impassioned
pilgrim
alabaster

4. Write a paragraph explaining the "patriot's dream" for America's future.

Levy, Wilbert J. Poems: American Themes,
New York: Amsco School Publications, Inc., 1979.

CONTENT: Interpretive Comprehension: Idioms

OBJECTIVE: The student will understand the use of idioms to achieve a special purpose.

SKILLS:
- Use of idioms
- Vocabulary development
- Written Composition; sentences
- Skimming and scanning

ACTIVITIES 6-7-8

1. Prepare a list of idioms such as the following. (Omit the meaning.) List on the board or on an overhead transparency.

1.	jump the gun	go ahead, as before directions
2.	red letter day	important day
3.	rob Peter to pay Paul	not pay one to pay another
4.	chicken feed	paltry, small amount
5.	it's a cinch	no doubt, easy
6.	pulling up stakes	leaving, moving away
7.	bull in a china closet	rough
8.	burn the candle at both ends	work all the time, spend too much money
9.	fit as a fiddle	healthy
10.	hop on the band wagon	to follow
11.	rip off	to steal
12.	let's split	to leave
13.	back off	keep away
14.	get off my case	don't concern yourself with my affairs
15.	dig it	do you understand?
16.	pump iron	lift weights
17.	cool it	keep calm
18.	new threads	new clothes
19.	come to my crib (pad)	come to my house
20.	earn some bread	earn some money

First, talk to the students about idioms. An idiom is a form of expression that is peculiar to the language. Its understood meaning is different from its literal meaning.

Example: "Straight from the horse's mouth" means that the information is from a reliable source.

Then have the students supply the meanings for the listed idioms. (Oral exercise)

2. Write a sentence on the board using an idiom to emphasize the feeling and color that idioms add to writing or conversation.

   Example: 1. He was living the life of Reilly when he worked as the governor's chauffeur.

   2. The president of the company will have to take a back seat when the employees vote on wages.

   Have each student write one or two sentences using idioms from the list and allow students to share these with the class.

3. Assign checking the newspaper, comic books and library books for idioms. They may also listen for idioms as they watch favorite T.V. shows. List them. Have them describe characters and situations where idioms were used.

4. Ask a student artist to make a bulletin board of sketches that illustrate the literal interpretation of selected idioms.

CONTENT: Interpretive Comprehension: Dramatic Irony or Irony of Situation

OBJECTIVE: The student will demonstrate an understanding of dramatic irony or irony of situation.

SKILLS:
- Interpreting poetry
- Vocabulary development
- Irony
- Free verse

ACTIVITIES 8-9

Irony of situation (dramatic irony) refers to an occurrence which is contrary to what is expected or appropriate. Give these instructions to your students:

1. Read Carl Sandburg's poem "Mr. Attila" to determine meaning. Explain the following words in context: Mr. Attila, medieval gown, furtive, residual, myth, dynamic, abstractions.
2. Which words in the poem are examples of slang?
3. Characterize Mr. Attila as he appears in the first two verses.
4. Explain, line by line, the last verse.
5. Why is this poem an example of dramatic irony?

"Mr. Attila"

They made a myth of you, professor,
you of the gentle voice,
the books, the specs,
the furtive rabbit manners
in the mortar-board cap
and the medieval gown.

They didn't think it, eh professor?
On account of you're so absent-minded,
you bumping into the tree and saying,
"Excuse me, I thought you were a tree,"
passing on again blank and absent-minded.

Now it's "Mr. Attila, how do you do?"
Do you pack wallops of wholesale death?
Are you the practical dynamic son-of-a-gun?
Have you come through with a few abstractions?
Is it you Mr. Attila we hear saying,
"I beg your pardon but we believe we have made some
degree of progress on the residual qualities of the atom?

With the students examine other Sandburg poems. Note the verse form. Discuss characteristics of free verse. Does the lack of meter and rhyme scheme enhance or weaken the impact of Sandburg's ideas?

Note: "Ransom of Red Chief" is a good short story to use for teaching the concept of irony.

CONTENT: Interpretive Comprehension: Satire, Irony

OBJECTIVE: The student will write an original satiric essay (paragraph or longer) after completing a unit on satire.

SKILLS:
- Identifies elements of satire
- Writes satiric essay

ACTIVITIES 9

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1. Present and discuss examples of familiar caricatures and cartoons from contemporary magazines or newspapers. Explain that caricatures and cartoons are examples of satire.

2. Explain that satire criticizes with humor. It has many forms: Irony, parody, lampoon caricature, understatement, and others.
   Use transparencies or hand-outs for more effective presentation.

3. Present and discuss short models and examples of satirical devices and conventions, and have students identify the targets of satire.

   Examples: Fable--"The Owl Who Was God"
   "The Fox and the Grapes"

   Poem--"Ozymandias"
   "Griffy the Cooper"
   "We Real Cool"
   "The Purist"

   Comic strip--Peanuts
   Doonesbury

   T.V. Series--The Greatest American Hero
   Saturday Night Live

5. Have students bring to class (or draw) an example of satire (caricature, cartoon, comic strip).

   Example: Several may be gotten from *Mad Magazine*.

6. Have students write a parody of a familiar genre.

   Examples: Parody of a *True Confessions* article.

   Parody of a weather report.

   Parody of a horoscope column.

   Write your own parody

   Parody is satire that makes fun of a particular literary style or work through imitation and exaggeration. Parody usually imparts a completely opposite message from the one intended in the original work. Parodies of idyllic and romantic pieces, for example, are cynical or humorous in message and tone.

   Below are twenty-one familiar targets for satire. Choose a topic or two that interests you, and find (or write yourself) a "straight" example of such writing. Then write a parody that mimics and exaggerates the tone, style, subject, and word choices of the original work. You'll find that parodies are fun to write, and entertaining to read aloud.

   1. advertisements--for cosmetics, house-cleaning products, judo-karate lessons, etc.
   2. a horoscope column
   3. an advice to the lovelorn column
   4. an etiquette advice column
   5. a society gossip column
   6. a Hollywood fan magazine article
   7. a True Confessions article
   8. a man's magazine hunting story
   9. a movie review
   10. a weather report
   11. a TV cooking demonstration program

12. a sportscaster's broadcast
13. a coach's pep talk
14. a political speech of a school or government office seeker
15. a door-to-door salesman's pitch
16. a pedantic teacher's lecture
17. a verbose scientist's research paper
18. a pompous sermon
19. romantic/sentimental song lyrics
20. a scene from a novel you dislike
21. a eulogy

7. Let students exchange papers and discuss the targets of satire found in the selections.

References: *The Last Laugh*--book found in "Satire: The Last Laugh," a Campus minicourse, by *Scholastic Magazines*

Mad Magazine, 1980,
by E. C. Publications, Inc.

Set of transparencies entitled
"A Focus on Satire,"
by Dorothy Chandler and
Gloria Erwin,
a 3M Instructional Unit

CONTENT: Interpretive Comprehension: Onomatopoeia

OBJECTIVE: The student will recognize and understand the use of words that give off a sound when they are formed.

SKILLS:
- Onomatopoeia
- Parts of speech
- Sentence development

ACTIVITIES 7-8

Prepare a list of words such as the following:

crash
screech
ring
slam
shatter
boom
blast
knock
shatter
pound
scrape
crackle
chop
pop
squeak

Have the students think of some other words of this type. Add them to the list. Say them aloud. (A newspaper would be a good source for students to find sound words. Comic books are another source.)

After listing as many sound words as possible, have students give the teacher two or three sentences using sound words. Write the sentences on the board as they are dictated by the students. Decide with the class the part of speech of each sound word as it is used in the sentence.

Ask each student to write one sentence using a sound word. Allow students to share sentences orally with the class.

Students could illustrate their sentences. These illustrations could be used for a student bulletin board.

CONTENT: Interpretive Comprehension: Figurative Language, Onomatopoeia

OBJECTIVE: The student will recognize onomatopoeia, words which imitate the sounds they describe.

SKILL: - The student will recognize onomatopeia as a literary device

ACTIVITIES 7

1. Read stories aloud to the class. Have students act out and make sounds as you read. As a group, write words to describe the sounds made.

2. Lead students in a discussion similar to the following:

   Some words in our language have been created to imitate the things they describe. Say the word "hiss" to yourself. (Write "hiss" on the board.) Notice when you say the word, you actually make the hissing noise the word describes. Say the word "splash." (Write "splash" on the board.) Hear the actual splashing noise as you say the word? In your free time today, make a list of as many words as you can which imitate the sounds they describe. Illustrate each word. At dismissal time, you may share your list with the class. Some of the words listed may be:

   thud
   drip
   ding-dong
   hum
   cluck
   buzz
   plop
   ring
   hiccup
   quack
   swish
   peep
   chirp
   whirr
   clink
   ping
   cheep
   gurgle
   puff
   glug

3. Superhero comics often contain onamatopoeiac words. Delete or cover these words and let students provide their words. They could then check their work with the original to determine how closely they comprehended the picture's meaning.

CONTENT: Interpretive Comprehension: Alliteration

OBJECTIVE: The student recognizes the use of alliteration in literature and its contribution to both sound and meaning.

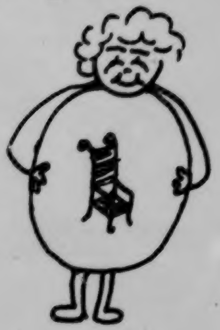
SKILLS:

- Alliteration
- Sentence manipulation
- Lyric poetry
- Assonance

ACTIVITIES 9

Assign a letter of the alphabet to each class member. Each student must write a sentence in which every word begins with the same letter.

Example: Alfred ate Aunt Annie's American armchair.



Good sentences and accompanying illustrations can be enlarged for a bulletin board.

When this introduction to alliteration has been completed, you are ready to discuss not only the form (repetition of beginning consonant sounds) but also the purpose of using alliteration in literature.

Begin by listing on the chalkboard all the proper names the class can recall that have the same beginning sound.

Marilyn Monroe
Helen Hayes
Mary Tyler Moore
Robert Redford
Ronald Reagan

Discuss the reasons for selecting stage names that repeat sounds (easy to remember; pleasant sound). Now present, or have the students locate in magazines, names of commercial products or advertising slogans that capitalize on this pleasant sound.

Coca-cola
No-Nonsense Panty Hose
Diet Delight Peaches
Join the Wet, Wet World of Lip Quencher

Select a poem with examples of alliteration: "Sea-Fever" by Masefield is a good choice. After reading the poem aloud, with the class select examples of alliteration. Point out how the sound repetition along with the rhythm and rhyme contributes to the musical effect of the poem.

Except for the first step, this exercise can also be used to introduce assonance, or the repetition of vowel sounds.

CONTENT: Interpretive Comprehension: Biography/Autobiography

OBJECTIVE: The student will read and compare various types of biographies and autobiographies for purpose and style.

SKILLS:

- Biography/Autobiography
- Narrative Composition (Autobiography)
- Dialogue
- Adaptation to audience and purpose

ACTIVITIES 8-9

1. Students often know the definition of biography without recognizing its many forms or understanding the purpose of each form.

Begin the discussion by reading several of the brief biographical sketches in the "About the Author" section of the literature book. Then read aloud an encyclopedia entry for one of the same authors. Compare orally the kinds of biographical details selected for each book.

Now read two or three Who's Who entries. Perhaps you might copy one entry on the board as a pattern for the next step.

Have the students write their own biography as if they were writing it for Who's Who.

2. Next day, read an encyclopedia or an "About the Author" entry for Richard Wright. Assign "The Kitten" or "Hunger", autobiographical sketches by Richard Wright (Counterpoint, Scott, Foresman and Company), for class reading.

Compare the style of this autobiography to fiction. How factual do you believe it to be? Has anything been added? What about the dialogue? Is it actually quoting? Would you say Wright's autobiography is objective or subjective writing?

3. Give this follow-up writing assignment to your students.

Select one small incident in your life to write about. Keep the scope narrow enough so that you can write in great detail. Include enough dialogue to add life to the biographical incident.

You might allow several days for completion of this assignment. Spend some class time reviewing punctuation and indentation rules for writing dialogue.

CONTENT: Interpretive Comprehension: Biography/Autobiography
Oral and Written Composition: Interview, Journal

OBJECTIVE: The student will recognize biography/autobiography.

SKILLS:
- Recognizes biography/autobiography
- Organizes and expresses ideas in formal and informal speaking situations
- Writes journal entries
- Locates needed information

ACTIVITIES 6-7-8

1. Define nonfiction and fiction.

2. Define biography and autobiography.

3. Have students orally state the one fact about themselves that they would choose to tell someone else if they could say only one fact about themselves.

4. Have students fill in the following statement: I am the person who ______________________________.

5. Tell students to choose a biography or autobiography to read and to discuss in class.

   Students may use the following list to organize their report:

   1. Why do/don't you admire your character?
   2. What are his faults?
   3. Write about the three most important events in his life.
   4. Describe his appearance - his personality.
   5. What period of his life is covered in the book?
   6. Where was he born? Where did he live?
   7. List new words and define.

6. Choose several famous people in history. Have students research the lives of the people. Choose students to assume the characters of the people and to talk with each other in a version of "Meeting of the Minds," or "Sixty Minutes."

7. Read some poems from *Spoon River Anthology*. (These poems are about individuals and their lives.) Discuss the personalities of the people in the poems.

8. Have students write a diary (instead of the overdone autobiography) for one week.

Moffett, James. *A Student-Centered Language Arts Curriculum Grades K-13: A Handbook for Teachers*. Boston: Houghton Mifflin Co., 1973.

CONTENT: Interpretive Comprehension: Elements of the Short Story, Climax

OBJECTIVE: Students will improve interpretive reading skills through development of a deeper understanding of climax in the short story.

SKILLS:
- Climax - Short Story
- Plot
- Rising/falling action

ACTIVITIES 7-8

Collect a number of short stories that are appropriate for your age and grade level. Some of the high interest-low readability materials with short stories would be excellent. The selected stories should have a strong emphasis on plot. (See Scholastic *Action Kit*, Amsco *Stories That Live*, or McDougal, Littell *Building Reading Skills*)

Run off copies of a story and hand these out to the class to read. Ask half the class to determine when the author stops presenting the problem. Ask the other half to determine when the author begins presenting the solution. Have the two groups compare their results.

Explain to the class that they have determined the climax of the short story themselves, since the climax generally occurs when the author stops presenting the problem and begins presenting the solution.

This activity could be repeated several times.

Now, the class is ready to apply the concept of plot and climax to a selection from the literature text "The Celebrated Jumping Frog of Calaveras County," "The Most Dangerous Game," or "The Apprentice" are good choices.

CONTENT: Interpretive Comprehension: Short Story Elements, Basic Conflict

OBJECTIVE: Students will improve interpretive reading skills through development of a deeper understanding of basic conflict in the short story.

SKILLS:
- Basic conflict
- Plot structure

ACTIVITIES 8-9

1. Write the word "conflict" on the board. Discuss its meaning with the class. Explain that basic conflict is an element of the short story. Prepare a transparency with the following examples of conflict:

   A.) Man aginst man: Two men are fighting to win the love of the same woman.
   B.) Man against nature: A woman has to fight her way through a storm to rescue her hiking companion who has fallen down a cliff and is unconscious.
   C.) Man against himself: A student who wants an A on a math test finds a copy of the test beforehand: Does he read it and assure himself of the A, or does he turn it in to the teacher?

Ask for other examples of the three basic conflicts.

The following are more examples:

a.) a football team against a football team (A)
b.) a manta ray against a fishing net (B)
c.) a student against all the beliefs of her classmates (C)
d.) a man with only one match fighting to survive in a snowstorm (B)

You could further the concept through discussion. Some examples are:

a.) Your alarm clock goes off in the morning. Should you get up?
b.) You see a classmate cheating on an exam. Should you report him or not?
c.) You know that stealing is wrong, but if you do not steal a little food from the food stand, you will starve to death.
d.) The spaceman must disentangle himself from the clutches of a mile-high space monster.
e.) An ant has found the largest bread crumb he has ever seen. Should he struggle to bring it in himself, or should he get help and lose some of the glory for the find?

2. Collect comic strips and number them. Have students read these to determine the basic conflict. Each student will record his answer in a complete sentence. Each sentence will be numbered to correspond with the number on the comic strip. Have them pass the comic strips to a neighbor as they finish. Allow class time to share and discuss the sentences.

3. When the idea of "conflict" being necessary to plot development has been established, it is time to relate this to literary selections. "To Build A Fire" is easily recognized man against nature. "Peter Two" by Irwin Shaw illustrates man against self and "Most Dangerous Game," man against man.

CONTENT: Interpretive Comprehension: Drama

OBJECTIVE: The students will produce a tape recording of a play.

SKILLS:
- Using media in the classroom
- Oral interpretation
- Drama

ACTIVITIES

6-7-8-9

Produce a "radio" play on tape with your class. At each grade level the literature text provides several good selections.

Borrow a microphone on a stand from the auditorium, a reel-to-reel tape recorder, and a record player.

Hold try-outs for the various roles. Select the cast and an understudy for each major role. This involves more students and assures a full cast on taping day.

Select a student director, a sound-effects "man," an announcer (or narrator), someone to operate the recorder, and someone to select the background music and operate the record player.

Have several practice sessions before the final taping in order to coordinate music, sound effects and the actors' voices.

This takes more time and effort than just taking turns reading a play aloud in class, but the results are worth it. If the class is proud of its production, they can offer it to other teachers for use in their classrooms.

Hints:

1. One teacher used Diary of Anne Frank and had each of her classes tape one act.
2. One teacher cut Romeo and Juliet and used a narrator to fill in the omitted parts.
3. Teach the students to back away from the mike when finishing a speech to allow the next speaker to move in. The director can keep this moving smoothly.
4. Let the student director "direct." Hold conferences after practice, if necessary. The teacher remains free to keep an eye on the entire operation.

CONTENT: Interpretive Comprehension: Lyric Poetry
Written Composition: Three to five paragraph composition

OBJECTIVE: The student will read and analyze a poem.

SKILLS:
- Lyric Poetry
- Expository essay
- Relating what is read to self and past experiences

ACTIVITIES 7-8

Explain the characteristics of lyric poetry:
1. conveys a single idea or emotion
2. has many forms (sonnet, ode, elegy)
3. is melodic.

1. Read aloud "The Road Not Taken" by Robert Frost. Ask students to write a paraphrase of the poem. Provide time for sharing paraphrases. Ask students to identify the poem's point of view and to explain its effect on the poem as a whole. Then discuss these additional questions:

   (1) Of what significance is the fork in the road?
   (2) What clues lead you to believe that the person is talking about something of greater significance than merely choosing a path to take on a hike?
   (3) What does the road symbolize?
   (4) What decision might the person have been remembering?
   (5) What are some decisions that you face on a regular basis?
   (6) What are some of the hardest decisions you have faced?
   (7) How have you reached a decision? Tell about several ways.
   (8) Are you always happy with your decisions after making them?

2. Writing Assignment: Write about a wise or unwise decision that you have made. First, describe the problem that you faced. Second, tell the choices you considered. Third, tell what you decided to do. Fourth, relate the effect of the decision on yourself and others. Use first person and fresh and imaginative language in your composition.

   Grade the papers for complete, syntactically correct sentences, subject-verb agreement, pronoun-antecedent agreement, and fresh and imaginative language.

CONTENT: Critical Comprehension: Analyzing Author's Purpose
Written Composition: Multi-paragraph Analysis of a Written Work

OBJECTIVE: The student will identify the author's purpose and write a multi-paragraph composition discussing that purpose.

SKILLS:
- Analyzes author's purpose.
- Evaluates effectiveness of author in achieving or accomplishing his purpose.
- Selects the issues of selections and relates them to author's purpose
- Spells common hyphenated compound words correctly.
- Spells words containing "ie/ei" correctly.
- Underlines titles of books, plays, magazines, and newspapers.

ACTIVITIES 9

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1. Define theme and author's purpose and give examples of each.

2. Choose an editorial from a newspaper. Distribute the editorial and ask students to identify the purpose of the editorial (to praise, to criticize, to persuade, to inform, to entertain, etc.).

3. Assign the viewing of a popular television show, such as "Alice," "Mork and Mindy," or "Lou Grant" on a specific night (or over a period of several nights). Ask students to determine the issue presented in any one of the shows. Discuss the issues in class.

4. Have students read two different selections by the same author or different authors and discuss the themes, purposes, and the effectiveness of the author in achieving his purpose. Stories which could be used include "The Ransom of Red Chief," and "Flowers for Algernon."

5. Review the rules for spelling hyphenated compound words and for underlining titles of books, plays, magazines, and newspapers.

6. Distribute practice exercises on the spelling rules and underlining rules. Correct the exercises with the students and re-explain any confusing elements.

7. Assign a multi-paragraph theme which names and discusses the author's purpose in writing the story, the effectiveness of the author in achieving his purpose, and the theme of the story. (This assignment could be done in place of a book report, in conjunction with one novel read by the entire class, or on a chosen short story.) Examples of literary selections which could be used are: Joy in the Morning, Bless the Beasts and the Children, The Pearl, The Old Man and the Sea, "There Will Come Soft Rains," "Grains of Paradise," "The Rocking Horse Winner."

8. Tell students to exchange papers and edit for correctly spelled hyphenated compound words, "ie/ei" words, and for underlining the titles of books, plays, magazines, and newspapers. Tell students to correct the mistakes in their own papers.

CONTENT: Critical Comprehension: Evaluating Author's Qualifications

OBJECTIVE: The student will judge an author's intent and qualifications.

SKILLS:
- Judging author's intent to entertain, inform or persuade
- Judging author's qualifications to write on a particular subject

ACTIVITIES 7-8-9

1. Assign topics of current interest such as nuclear energy, government subsidies, etc. Ask your librarian to review with your class how to use The Reader's Guide to Periodical Literature. Allow one full class period for using the guide to locate at least one article on the chosen subject and for taking notes on the articles contents. Be sure to remind the students to record all information about the author available in the magazine.

2. On the day after the research present the following information to the class and ask them to answer as many of the questions as they can.

Should You Believe What They Say?

You're starting to research your topic. But wait a minute. Before you begin, remember that just because you read it in a book, doesn't make it true. Just because someone says it, doesn't make it so. To protect yourself against false or biased information, learn to ask questions. Following are questions you can ask about the author.

Author

1. Authority: Is the author an authority in the area he/she is discussing? What are author's qualifications such as education, job experiences, and background? Is the author an authority in an area but not the one he/she is discussing? If so, is the opinion valid? (Consider Pat Boone discussing acne medicine.)

2. Position: Does the author's present position prevent him/her from being completely objective? (Consider the president of General Motors discussing car safety.) Does the author's present position provide him/her with more recent data on the subject or an inside view? (Consider a business executive discussing the corporate structure.) Does the author's present position prevent him/her from stating all the facts? (Consider President Carter discussing national security.)

3. Experience: Does the author speak theoretically or has he/she had direct experience? Is the author's experience applicable to others? (Consider an ex drug addict discussing "kicking the habit.") Is the author's experience outdated? (Consider the engineer who has not studied or observed new techniques since 1952.)

4. Intention: What is the author's concern with the subject? Is it an attempt to persuade you, provide facts, protect a financial or moral investment, make money, gain notoriety, etc.? (Consider the person-on-the-street who reports a U.F.O. sighting.)

Murray, Donald. The English Journal, February, 1980.

CONTENT: Critical Comprehension: Fact and Fiction, Realism and Fantasy

OBJECTIVE: The student will distinguish fact and fiction in paragraphs and stories.

SKILLS:
- Distinguishes between fact and fiction
- Distinguishes between realism and fantasy
- Reads critically for fiction and nonfiction

ACTIVITIES 6-7-8

1. In discussing stories read, ask the children questions:

   a. Do you think this could really have happened?
   b. Why or why not?
   c. How do you know that this is a make-believe story?

   Help them to recognize such things as talking animals and magic carpets as signs of pure fiction. Lead them to understand also that some stories could be true but are about fictional characters and/or places.

2. Read or have a child read a tall tale to the class, such as Mike Fink, Pecos Bill, Johnny Appleseed, or Dr. Seuss' books. Discuss why it is fictional rather than fact. Have the students listen for exaggerations which prove that it is fictional rather than fact and tell how many they can remember. After several tales have been read together, divide the group into teams. Let them make up a "tall tale" of a cumulative type. One student begins, and the others add to it in turn. The audience may enjoy retelling the story in sequence.

3. a. After reading a few fiction/nonfiction articles and short stories, have students discuss what the characteristics of nonfiction and fiction could be, which are the same, etc. Do this in chart form.

Nonfiction	Fiction
True events	Imagined events
Real people	Invented characters

Realism	Fantasy
Realistic settings an situations	Departs from experienced reality
Believable characters	Nonexistent settings or unreal characters

b. Point out that science fiction, myths, and tall tales are examples of fantasy.

c. Type, print, or paste short selections or excerpts on cards. Have a good supply of selections that are both fact or fiction. Place these in a box and provide two additional boxes (or envelopes) labeled FACT and FICTION. Students may read the selections and decide which ones are true and which are fictional. After they have placed the cards in the appropriate boxes, students may check their answers with the answer sheet provided, return the selections to their original box, and add a passage of their own.

CONTENT: Critical Comprehension: Fact and Opinion

OBJECTIVE: The student will learn to distinguish the difference between fact and opinion.

SKILLS:
- Fact
- Opinion
- Persuasive paragraph

ACTIVITIES 8

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1. Explain that statements of fact can be checked by evidence attesting to their existence in the past or present and are capable of being verified. They are impersonal.

   Emphasize that statements of opinion are one's own personal reactions to facts - reactions that may be sentiments, judgments, inferences, or even superstitions. An opinion is a point of view.

   Give the students an opportunity to demonstrate their understanding with the following exercise.

   After reading each sentence, write Fact or Opinion. (Taken from Where the Red Fern Grows by Wilson Rawls)

   1. I believe the legend of the sacred red fern.
   2. Little Ann started whining and begging for help.
   3. Fifty dollars was a fortune to me.
   4. With my three little traps, I set out to trap Mister Ringtail.
   5. "You're crazy, absolutely crazy. Why it'll take a month to cut that tree down," said my sister.

2. Using these opinions from Wilson Rawl's Summer of the Monkeys, have the students write either a defense or a denial in one persuasive paragraph.

   (a) A man can do anything if he puts his mind to it.

   (b) Grandfathers have an understanding of the kind of things that boys like to do.

   (c) A man can find an answer to any problem by going to the library.

CONTENT: Critical Comprehension: Fact and Opinion

OBJECTIVE: The student will read actual editorials from the local newspapers to locate and separate fact and opinion.

SKILLS:
- Recognize fact and opinion
- Recognize author's purpose
- Improve critical reading for propaganda techniques
- Compose persuasive editorial

ACTIVITIES 7-8-9

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1. Collect editorials from local newspapers and distribute to the class. Ask the students to:

   a. Read the article carefully.

   b. After reading, underline in one color all parts of the editorial that are fact and in another color all parts that are opinion.

   c. Check for any propaganda techniques that have been studied and list them.

   d. Be able to discuss with the class the purpose of the editorial and the fact and opinion portions of it.

2. After this assignment has been repeated enough to have been mastered, students should write an ORIGINAL editorial using both fact and opinion. Then have students read each other's papers critically as they did those from the newspaper.

CONTENT: Critical Comprehension: Propaganda Techniques
Written Composition: Paragraph using propaganda techniques

OBJECTIVE: The student will recognize propaganda in advertising and write a paragraph using these techniques to describe a product.

SKILLS:
- Propaganda techniques
- Persuasive paragraph

ACTIVITIES 8-9

1. On the board list these twelve examples of ways advertisers appeal to their prospective customers.
    1. Eye appeal - the product looks good
    2. Special offer - buy the product and get something free
    3. Bandwagon appeal - everybody uses the product
    4. Famous people appeal - a famous person endorses the product
    5. Expert appeal - an expert endorses the product
    6. Happy family appeal - use the product to make your family happy and healthy
    7. Statistics appeal - numbers prove the product is best
    8. Ecology appeal - the product or the company is protecting the environment
    9. Economy appeal - using the product will save you money
    10. Humorous appeal - the ad is funny
    11. Something new - the product has been improved
    12. Snob appeal - this product is only for a select group of people

Make a collection of old newspapers and magazines available to your class. Let them skim through the ads to find at least one example of each of the twelve techniques. Some ads may have several. Call on as many class members as time allows to show ads and report on the type of customer appeal.

2. Next day, instruct the class to develop their own product and to write answers to each of the following questions about the product.

   1. What exactly is your product?
   2. Why is it better or different than products of its type already on the market?
   3. To whom will you product appeal? Why?
   4. Where and how will your product be sold?
   5. How much will your product cost?
   6. How will your product be advertised?
   7. What will your product look like? Sketch or make a model!!!

Suggest a few products to get them started.

Ex: 1. Better Baked Beans
    2. Instant Curl Shampoo
    3. Lifetime Light Bulbs

3. When the products have been fully developed, have them write a paragraph selling the product to the class. Share the paragraphs by having them read aloud by the author.

Good Apple Newspaper
Carthage, Ill.

CONTENT: Critical Comprehension: Propaganda Techniques

OBJECTIVE: The student will recognize propaganda techniques in advertising and journalistic writing

SKILLS:
- Propaganda techniques
- Fact and opinion
- Denotation - Connotation

ACTIVITIES 8-9

PROPAGANDA TECHNIQUES

1. Bandwagon (Join the crowd)
2. Repetition (If you hear it enough, you will believe it's true)
3. Transfer (Pretty girls sell cars, vodka and --- shaving lotion)
4. Testimonial (Champions eat Wheaties)
5. Emergency (Hurry! Hurry! Only 15,000 left)
6. "Free" or "Bargain" (Electric toenail clipper free with $50.00 purchase)
7. Glittering Generality (The best darned burger in the whole wide world) (Vote for the man who stands up for America)
8. Innuendo (How can you expect kids to learn to read if they spend all their time going to choir practice and art class?)
9. Snob or "jes plain folks" (depends on what you are selling and to whom)
10. Name Calling (Stops the thinking processes and turns on emotions)

TEACHING SUGGESTIONS

1. Use the newspaper

    A. Identify propaganda techniques used in advertising

B. Collect editorials on one particular subject. Compare for:

  1. Propaganda techniques
  2. Fact and opinion
  3. Examine word choice (denotation-connotation)

C. Examine news stories for cliches that are slanted. (racial explosion, landslide victory)

D. Write a classified ad to:

  1. Sell a house
  2. Offer an investment opportunity
  3. Make a job offer

2. Monitor T.V. advertising for examples of each technique

3. Show film: Propaganda Techniques - 16 MM Film Optical Sound, 11 minutes
Distributor: Oprint, 1950

CONTENT: Critical Comprehension: Propaganda Techniques

OBJECTIVE: The student will detect propaganda techniques.

SKILLS:
- Detecting propaganda techniques
- Recognizing fallacies of reasoning in reading material
- Detecting bias
- Expository Paragraph

ACTIVITIES 9

This is an excellent activity for evaluating a unit on propaganda.

CHECKUP ON PROPAGANDA

A. Bad Names
B. Glad Names
C. Transfer
D. Card Stacking
E. Plain Folks
F. Snob Appeal
G. Testimonial
H. Bandwagon
I. Scapegoat
J. Slogan
K. Big Lie

1. Matching: Match these phrases with the propaganda techniques they fit.

______1. Do what "everybody" is doing; go along with the crowd.

______2. Just plain untrue; obviously false.

______3. Be "better" than the average person, just a bit "above the common man."

______4. List just the good points, omit the weak points.

______5. "Happy" words, pleasant sounding terms and phrases.

______6. Be just a humble, everyday person.

______7. Catchword, catchy phrase that sticks with you.

______8. Ugly, unpleasant-sounding words.

______9. Carry over one's admiration for one person or object to another.

_____10. Blame all one's troubles on just one factor.

_____11. One person "testifies," or states that he does a thing or uses a product.

II. LABELING:

Label each item of propaganda with the letter from above that best identifies the techniques used.

_____12. Jimmy Davis...he's one of us.

_____13. Hallmark Cards...for those who care enough to send the very best.

_____14. Every body needs milk.

_____15. Field Flowers...a fragrance of springtime. A new and beautifully delicate fragrance.

_____16. You're being robbed! You're being duped, hoodwinked, and swindled out of your savings. Get Moneysworth Magazine.

_____17. Ernie Banks was a Carnation baby...and baby, look at him now.

_____18. The Republicans are to blame for the problems our nation faces today.

III. EMOTIONAL or INTELLECTUAL: Decide whether the appeal is to your emotions (E) or to your intellect (I).

_____19. Look good! Feel great! Enroll today at Exercise, Inc.

_____20. When it rains, it pours. Morton's Salt.

_____21. If that's what you say, that's what it is. Alka Seltzer.

_____22. Fight the "Uglies." Peeling Paint? Rust-Leaky Gutters? Rotting Weather Boards? Call L. A. S. Enterprises.

IV. BEING INFLUENCED: Cite an example of propaganda that has influenced you with a paragraph describing the ad and tell how your thinking was modified by it.

ORAL AND WRITTEN COMPOSITION

INFORMAL SPEAKING

GRAMMATICAL CONCEPTS

- Parts of speech
- Parts of sentence

ORGANIZATIONAL TECHNIQUES

PARAGRAPHS

MULTI-PARAGRAPH COMPOSITIONS

FUNCTIONAL WRITING

TO THE TEACHER

COMMENTS OF THE COMMITTEE ON TEACHING COMPOSITION

Oral language is the basis of written language, but written language involves more than "talk written down." Children learn to speak long before they learn to write. When children come to school, they already have a substantial command of language which further develops during the school years. Writing and reading are extensions of the oral language-communication process.

Talking can also be an important motivation for helping students write. Brainstorming ideas about a topic in a classroom discussion can precede the actual organizing of ideas on paper. Interviewing techniques in a job interview situation may help motivate students to express ideas about themselves on practice job applications. Interviewing people for facts could precede writing a report. Creative dramatics or spontaneous role-playing may motivate the writing of plays. Hence, in the learning-to-write process, teachers must capitalize on the oral language expressive abilities of the students.

The writing process in the classroom must be integrated with real-life communication situations such as personal diary writing, letters to editors of magazines, friendly letters, report writing, and reporting for a school newspaper. These are everyday situations. Since writing is a communication process, learning to write must be a language-communication experience.

Although oral and written language are interrelated, there are some fundamental differences between the two forms of communication (Schallert, Kleiman, & Rubin 1977). Non-verbal clues to meaning (gestures, tones of voice, facial expressions) are part of oral communication but not part of writing. Furthermore, a speaker can modify his/her message during a delivery as a result of concurrent feedback. Oral language involves spontaneous editing, if any; but written language can be edited and revised before the message is sent. Thus, students need to be aware that the process of writing is more than talk written down with punctuation, capitalization, and spelling.

Writing, which has been described earlier as a production process, is defined in the NCTE statement "Standards for Basic Skills Writing Program" as "the process of selecting, combining, arranging, and developing ideas in effective sentences, paragraphs, and often, longer units of discourse." Research on the composing process has defined three general stages: pre-writing, writing, and post-writing. Prewriting includes all of the preparatory efforts such as thinking, talking, planning, and organizing. Writing refers to the complex psychological process of making a start, finding a tone, establishing the audience, and developing the topic. Post-writing refers to editing, revising, and evaluating (King, 1978). These three general stages may occur in a cyclical process before a composition is polished to the writer's satisfaction, and individual writers will vary the sequence of steps within the general stages.

The total writing process should provide the context for the teaching of mechanics of writing. The first post-writing stage is the appropriate time in which to teach grammar usage, punctuation, capitalization, and spelling. Drill and practice on mechanics of writing in isolation from the writing process has demonstrated little transfer of learning to original writing (Marcus 1977).

It is necessary to make a distinction between grammar usage and grammar. Grammar usage refers to conventions of language such as appropriate use of shall/will, agreement of subject and verb, appropriate uses of pronoun cases, etc. Grammar refers to the study of the structure of language. Grammar usage has

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a direct relationship to composition; i.e., in order to write edited American English, it is necessary to be able to apply correctly grammar usage rules. Grammar, however, has been shown by numerous research studies (Mellon, 1969, O'Hare, 1970) not to have this same simple, direct relationship to composition. It is now evident that the teaching of any grammar (traditional grammar, structural grammar, transformational grammar, etc.) does not necessarily improve writing skills. Recent descriptions of the structure of the English language such as transformational grammar, semantics, and etymology furnish valid and interesting content for the language arts curriculum but the study of grammar should not be viewed as a prerequisite or component skill for composition. The following process adapted from Marcus, 1977, and Koch and Brazil, 1978, is one of the many possible ways of embedding the teaching of mechanics in the context of the individual student's writing:

Pre-Writing: motivation, desire to write, purpose to write, reading, talking, collecting and generating ideas, research, organizing ideas (with or without formal outline).

Writing: putting ideas on paper; content is the highest concern.

Post-Writing: reading the composition with others or to oneself; revising ideas; checking mechanics of writing; teaching of alternate or more appropriate sentence structure, usage, style, mechanics, etc.; applying these skills to revise the composition.

Re-Writing: composing the final draft.

Post-Writing: proofreading, sending the message, and receiving a response (more than a grade or correction).

The use of different dialects and styles of language depends on the situation and audience involved in the communication act. The view that the communication of nonstandard English speaking children is underdeveloped, corrupt, or defective has been successfully disproved by sociolinguistic research on regional and social dialects (Labov 1972 a, b; Shores 1972; Burling 1973) and by research on the acquisition of black English vernacular (Steffensen 1974, 1978). Furthermore, an Ann Arbor, Michigan court has ruled that the school district must recognize the language of nonstandard English as a bona fide communication system which has its own set of rules. Thus, it is necessary for teachers to respect the home language of the child even though it may not be a standard variety. However, schools should provide the opportunity for children to learn and to practice the alternate standard English patterns, for society expects standard English patterns in certain formal situations, particularly in business and professional situations.

Three elements in a program for instruction of alternate standard dialect forms have been identified by Marcus (1977):

1. Children must learn to discover the differences between the home dialect (without rejecting the the home dialect) and the standard dialect.
2. The child must be motivated to learn the standard dialect;
3. There must be many opportunities to practice the standard dialect in real life situations (e.g., writing letters, practicing job interviews) rather than in isolated grammar workbook activities which have failed in the past.

Language, in addition to varying with geographical regions and social classes, also varies according to the formality of the communication situations. In oral communication, an informal telephone converstation will contain different speech patterns than will a phone call in which the speaker in requesting a job interview. In written communication, the language of an informal post card might contain sentence fragments or more familiar vocabulary than would a formal business letter. Therefore, the teacher's responsibility is to extend the student's knowledge and facility in using language appropriate to various situations.

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CONTENT: Oral Composition: Explaining processes

OBJECTIVE: The student will develop the ability to organize and express ideas when explaining processes.

SKILLS:
- Explaining processes
- Locating information
- Listening for information
- Following oral and written direction

ACTIVITIES 6-7

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1. Teacher or student volunteer will read aloud a step-by-step procedure of a familiar process such as baking a cake or shampooing hair but will leave out a key step. Students will listen carefully to spot the error.

2. Students will pantomime an ordinary process such as wrapping a gift, diapering a baby, or washing a car, and other students will guess and explain the process.

3. Students, individually or in groups, will do research and give reports to the class explaining processes such as:

    1. Developing film
    2. Manufacture of pottery, tires, or baseballs
    3. Weaving
    4. Hunting, fishing, or trapping

4. Ask students to write step-by-step directions for a simple process such as putting on a T-shirt or making a peanut butter sandwich. Bring to class a T-shirt or sandwich makings. Let a volunteer stand before the class and follow each step of the directions literally, adding nothing, as another student reads aloud his written directions. This demonstrates effectively how difficult it is to write good directions.

CONTENT: Oral Composition: Explaining Processes

OBJECTIVE: The student will research, organize, and present an oral process essay.

SKILLS:
- Locating information
- Selecting and limiting topic
- Note-taking
- Adaptation to audience
- Outlining
- Oral communication

ACTIVITIES 8-9

Introduce students to several "How-to" or "How-it-works" books from the library. Direct them to check out one book in a subject area of interest to them. Next day have the students bring the books to class to examine the organization and to discuss how much of the described process could be included in a three to five minute oral presentation.

During the next two weeks review note-taking techniques and outline form. Take one or two class periods to allow each student to actually make an outline of material that would adequately explain a process.

Assign as a culminating activity an oral process essay to be delivered to the class. Suggest that, when possible, they bring demonstration materials to show "how it works" or to explain "how this was made."

Ex: Mary selects Slapdash Alterations, or How to Recycle Your Wardrobe by Barkin and James. During the preliminary examination of the book, she discovers that the first three entries in the table of contents are general motivating material and will make a great introduction to her talk. The remaining chapters deal with specific alteration ideas. Obviously, she can't demonstrate all the ideas in a five minute talk and must decide during the two-week planning period which one or two ideas she will use. Her notes will begin to look something like this.

Slapdash Alterations

1. Something new from closet full of disasters
2. Easy to do, even without real sewing skill
3. Inexpensive

How to start

1. Sort clothes into piles: good, possible, impossible.
2. Study fashion pages
3. Have swapping session with friends for "impossibles."
4. Begin with super-easy remake.
5. Collect essentials (Needles, tailors chalk, etc.)

Ideas

1. Wool vest from old jacket
2. Blouse from old dress
3. Jumper or sundress from old dress
4. Shorts or skirt from old jeans
5. Tote bag from old raincoat

Mary decides to demonstrate the "tote bag" because it is an idea that boys as well as girls might use since it would be handy for a camping trip or for swimming gear. She concentrates on this chapter and completes her notes. She draws diagrams on poster board for her speech instead of actually sewing a "tote" for her demonstration.

Now she is ready to complete her outline and make her speech.

CONTENT: Oral Composition: Book Review

OBJECTIVE: Students will develop their ability to organize and express ideas in informal speaking situations.

SKILL:
- Telling personal reactions to a book
- Creating an art form

ACTIVITIES 6-7

1. The teacher will divide the class into pairs. Each member of the "team" will read the same book. One student will pretend he is the author; the other students will bring up aspects of the book that they did not enjoy and suggest ways it could be improved. The student who pretends to be the author will defend his book.

2. The students will imagine they are door-to-door salespersons assigned to sell the book they have just read. The students will list at least ten reasons why someone should buy this book.

3. See Activity 1, Page 131 for a book reporting activity that relies on the students' skill in interpreting inferences.

Note: A Guide to Good Writing by Scholastic offers many good approaches to book reporting.

CONTENT: Oral Composition: Telling personal reactions to a book

OBJECTIVE: The student will organize by outline and express orally the value of a particular reading.

SKILLS:
- Telling personal reactions to a book
- Topic outline
- Oral composition; persuasion

ACTIVITIES 7-8

Present to the class the idea of electing "book" officers. One book could be selected president, vice-president or secretary-treasurer. The most popular presentation by a student would be elected the Book President, etc.

A student wishing to enter a book he read in the competition would have a week to campaign with posters.

On election day each competitor would have an allotted time (3-5 minutes) to make an oral presentation from a topic outline stating why he thinks his book is worthy of president, vice-president or secretary-treasurer.

The class would vote and the winning book would hold the office for the month.

Books elected could be listed accumulatively on a poster and displayed throughout the year to remind students of good books.

CONTENT: Oral and Written Composition: Narration

OBJECTIVE: The student elaborates on stories, changing them in some way.

SKILLS:
- Expands known stories by adding characters, conflict, or by changing settings or endings (orally)
- Rewrites stories by adding characters or changing plots, settings or endings

ACTIVITIES 6-7

1. Prepare a number of sentences depicting certain events or happenings. Discuss how the event would change if the time were changed to the past or future. Do the same thing changing the characters and setting.

   Example:
   1. a. The boy watched T.V. - Change the time to 1800;
      b. The boy watched his father plowing the field.
   2. a. The old man walked wearily to the store. - Change the old man to a young boy;
      b. The young boy ran excitedly to the store.
   3. a. The dog frisked through the meadows. - Change the meadows to New York City;
      b. The dog was led on his leash through City Park.

2. Use old ballads, tales and stories as models for creating new verses, plots, etc. Simple substitutions of characters, settings, and actions can result in an entirely new story.
   OR: Using familiar characters of a favorite book, write a new ending or an additional chapter.

3. Experience stories - Have a student tell you a brief experience. Write his words on the board using the child's language. Then ask him to read his words back to you. This is a good individualized instruction activity.

CONTENT: Oral and Written Composition: Persuasion

OBJECTIVE: The student will express opinions and viewpoints.

SKILLS:
- Expresses opinions and viewpoints orally
- Expresses a viewpoint using three to five supporting ideas (i.e., cites opinions or facts)

ACTIVITIES 6-7-8

1. a. Allow children to express their viewpoints orally. Take advantage of any debate, argument, or disagreement that might take place in the classroom. The following are some sample topics:

(1) You borrowed your friend's crayons and accidently broke one. You want to borrow another. Should your friend lend it to you?

(2) Should you give cuts in line? Tell why.

(3) How do you feel when the entire class must stay inside on a rainy day?

(4) Why do you think ______________________________should be named class favorite?

(5) If you could change something at school, tell what and why.

(6) What is your favorite sport? Why? What is your favorite TV show?

(7) Express opinions of different fast food chains. (McDonald's, Dairy Queen, Kentucky Fried Chicken)

(8) Do you think Bertha Brainstorm should be elected President of the United States?

(9) Do you think school vacations should be in the winter (December-February), rather than in the summer?

(10) Should coke and candy machines be allowed at school?

(11) Should children be allowed to make all their own decisions?

b. Follow an oral discussion on the above topics by writing one's opinion on the subject. Have students read their paragraphs and see how well the topic sentence and supporting details have been developed.

2. Read a book to students that discusses individual differences such as, "For Some It's Hard, For Some It's Easy." Talk about individual differences in our likes, opinions, etc. Follow up by having students play "Me Too." Decorate a box top with a face showing a large mouth. Cut a hole in the mouth so the students can reach in and draw out an incomplete statement or question that can evoke a variety of opinions such as "I think the best show on T.V. is ______________ because..." The next student says, "Me too" or "Not me." If he says "Not me," he must express his opinion and support the viewpoint.

3. a. Follow an oral discussion on the topics in exercise one with a panel discussion or debate or role play the results of a given course of action on one of the topics. For example, role play what would happen if children made all their own decisions.

   b. Have the student pick a topic such as should or should not a historical structure be saved and have him present his viewpoint citing one to five reasons. Give another student the opportunity to prepare and present a rebuttal to the first opinion. He should rebut two or more of the first student's reasons. This could be used with any topic of interest to the class. In the lower grades only one reason needs to be cited; in the upper grades a minimum of five should be cited.

CONTENT: Written Composition: Parts of Speech

OBJECTIVE: The student will identify nouns and verbs in an oral presentation.

SKILLS:
- Listening
- Parts of speech
  - nouns
  - verbs
- Parts of the sentence
  - subject
  - predicate

ACTIVITIES 6-7-8-9

On the day preceding the activity, select from volunteers three or four students to sing one popular song each. As the student sings, the class will listen for nouns and verbs and jot them down on scratch paper. At the end of each song compare lists. When controversy arises, have the presenter write the entire sentence on the board. Lead the students to understand why a particular word is or is not used as a noun (or a verb) in that sentence. Repeat this procedure after each song. The same activity can be used as review with the adjectives, adverbs, prepositional phrases, etc.

Ex: "Georgia, Georgia, no peace I find.
Just an old sweet song keeps Georgia on my mind."

NOUNS

Georgia	-	Noun of address
Peace	-	Direct object
Song	-	Subject
Georgia	-	Direct object
Mind	-	Object of preposition

VERBS

Find	-	(sub., I)
Keeps	-	(sub., song)

Note: If you do not trust your students to select a song for classroom presentation, borrow a record and record player from the library.

CONTENT: Written Composition: Parts of Speech

OBJECTIVE: The student will recognize the verb and its function in a sentence.

SKILLS:
- Recognizing verbs
- Using verbs in a sentence

ACTIVITIES 6-7

1. Write the following on the chalkboard:

Verb Testers

Verb tester 1: Does the word have an "ing" form?

Verb	Never a Verb
swim - swimming, is swimming	quick - quicking, is quicking
fly - flying, is flying	car - carring, is carring

Verb tester 2: Read the word aloud placing he, she, or they before it. If the phrase makes sense, the word can be used as a verb.

Verb	Never a Verb
bring - he brings, they bring	camera - he cameras, they camera
begin - he begins, they begin	large - he larges, they large

Verb tester 3: The final and safest test is to ask, "How is this word used in the sentence?" If it is the word that makes a statement, asks a question, or gives a command, it is a verb.

Ex: They bring umbrellas on rainy days. Bring your umbrella. Did you bring your umbrella?

2. Give the students a list of words and have them apply the "verb testers" and write sentences using the possible verbs as predicates.

CONTENT: Written Composition: Parts of Speech, Linking Verbs

OBJECTIVE: The student will recognize and use linking verbs.

SKILL: - Recognizes linking verbs

ACTIVITIES 6-7

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1. Make a linking chain out of paper. On each link, put a linking verb - be, been, am, is, are, was, were, etc. Prepare a container of word cards. Put a subject and a subject complement - a noun that means the same as the subject or an adjective that describes the subject on each card. Students draw a card and link the words with one of the helping verbs.

2. Play a linking verb circle game. Members of the class sit in a circle. Each member in the circle gets a slip of paper with a linking verb on it. Begin passing the papers clockwise around the circle. When you say "Stop," all stop passing the papers. Each student must then use the linking verb written on his paper in an oral sentence. Sentences cannot be repeated.

3. Find and copy a picture of a Lynx or any animal. Write "Learn About Lynx with Linking Verbs" under the picture. Children are to give sentences, either oral or written, about how the lynx feels, looks, sounds, smells, or tastes. Point out that sensory verbs are linking verbs. Write about other unusual animals, using the same pattern.

CONTENT: Written Composition: Prepositional Phrases

OBJECTIVE: The student will recognize and use prepositional phrases in sentences.

SKILLS:
- Prepositions and their objects
- Adjective and adverb phrases
- Subject-verb agreement
- Pronoun case

ACTIVITIES 6-7

Make three posters for a preposition bulletin board. These can be saved and used year after year. Select 3 nouns that are easy to illustrate.

Ex: Mountain, Mary, Storm

On each poster board, illustrate one of the nouns and select five prepositions that are appropriate for use with that noun. Write one sample sentence on each poster as an example of what you expect from the students. Your illustrations might look like those on the following page.

Direct the students to write a sentence using each preposition on each poster. On the chalkboard have students take turns writing "Mountain sentences" or "Mary sentences." Editing the student contributions in class could provide the opportunity to teach subject-verb agreement with prepositional phrases.

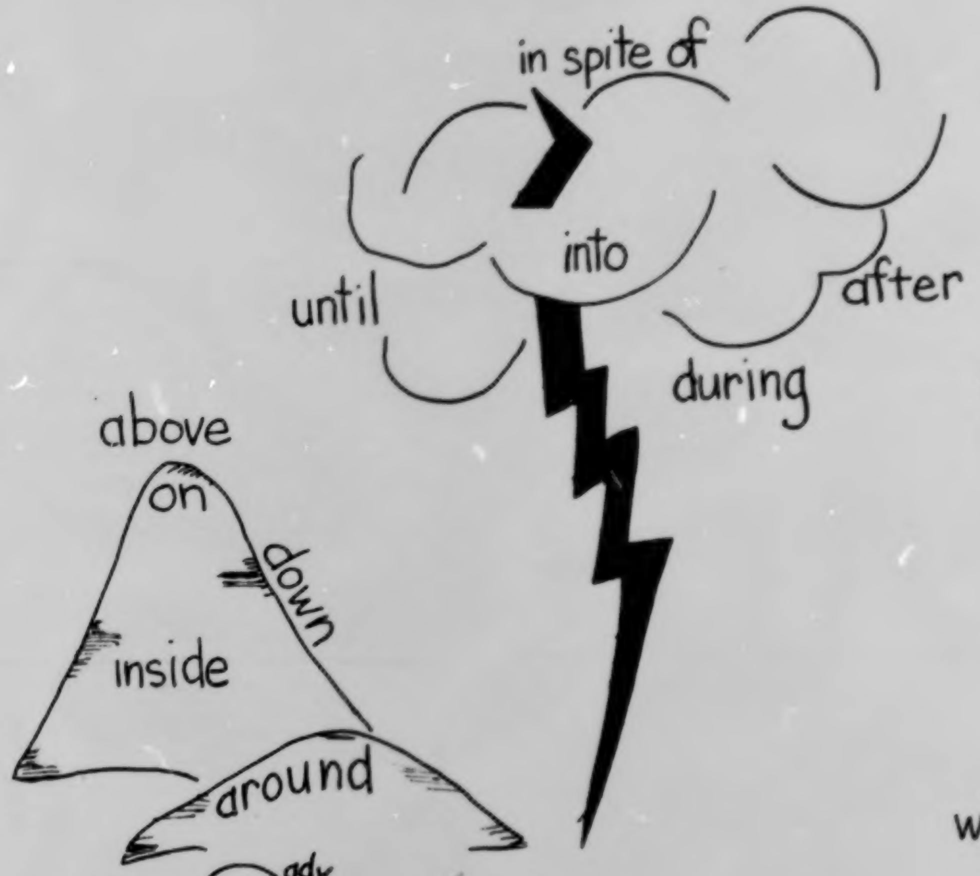
Ex: Neither of the boys plays on our team.

It might also be a good time to review pronoun case.

Ex: Will you go to the party with Mary and me?

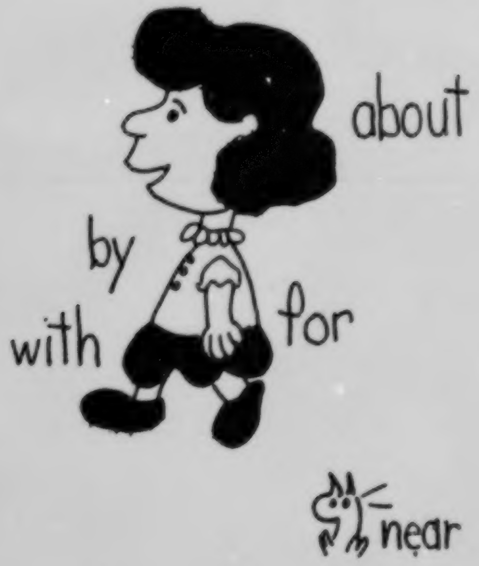
adv.

The little plane flew [through the storm.]


in spite of
into
until
after
during
above
on
down
inside
around

adj

My letter [to Mary] was five pages long


about
by
with
for
near

adv.

We climbed [up the mountain.]

CONTENT: Written Composition - Parts of Speech

OBJECTIVE: The student will recognize correlative conjunctions and their functions.

SKILL:
- Coordinating conjunctions
- Correlative conjunctions

ACTIVITIES 7-8

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1. Put the following information on the board.

A conjunction is a word which joins words or groups of words.

Coordinating conjunctions - and, but, so, for, or, nor, yet

Ex.: The cave explorers carried ropes and torches.
You may take the test now, or you may wait until later.
Our auction was very successful, for every student brought something to be sold.

Correlative conjunctions - (found in pairs) - either-or, neither-nor, not only-but also, both-and

Ex.: Our class will furnish either the punch or the cookies for the party.
Both cats and dogs make good pets.
Clare Booth Luce was not only a playwright but also an ambassador.

2. Have students copy the following sentences and supply needed coordinating and correlative conjunctions.

a. We will play ________ badminton ________ volleyball.
b. Paul Bunyan ________ Babe, his Blue Ox, are part of American folklore.
c. We read ________ ________ our text ________ ________ the books in the library.
d. Phyllis McGinley is a poet ________ writes essays as well.
e. ________ Los Angeles ________ San Diego is the capital of California.
f. My parents are going shopping, ________ I am staying at home.
g. ________ the seal ________ the porpoise enjoy showing off for people.
h. The happy winner of the skating contest waved her hands ________ threw her cap into the air.
i. The freshman did not win the race, ________ had he expected to win it.

CONTENT: Written Composition: Sentence Structure; Command Sentence

OBJECTIVE: The student will write a simple command sentence.

SKILLS:
- Writes a simple command sentence
- Changes statements into questions and commands

ACTIVITIES 6

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1. Have students pretend to be king or queen for the day. Write five commands that they would give.

2. Play "Crazy Echo." One student reads a statement. A second student repeats it as a command. A third repeats it as a question.

3. Use a shoe box. The shoe box contains cards that have three or four letters on them. Children are to draw a card and write a command sentence using only the letters printed on the cards as the first letter of their word. After the children have written a command sentence, they are to write the command as a question by adding only one or two words. Example:

CTD

Close the door.
Will you close the door?

402

401

CONTENT: Written Composition: Sentence patterns

OBJECTIVE: The student will identify specified sentence patterns and will compose sentences using those patterns.

SKILLS:
- Sentence patterns
- Parts of speech
- Sentence development

ACTIVITIES 7-8-9

On the board draw two ladders. Select two teams from the class with three students on each team. Label the rungs on the ladders with the sentence patterns you are emphasizing.

Write sentences on slips of paper that conform to one or the other of the patterns. Begin the game by having one student draw a slip of paper, read the sentence, identify it correctly, and write a similar sentence (one using the same pattern) beside one rung on the ladder working from bottom to top. The first team to reach the top of the ladder wins. When a student misses any part of the exercise, the opposing team gets a turn with the same sentence. A sample sentence might be:

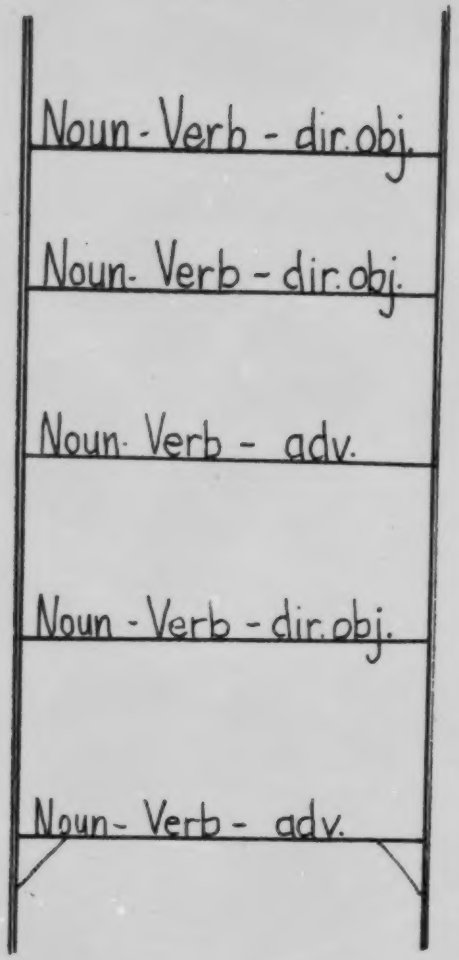
> "My father drives too fast."

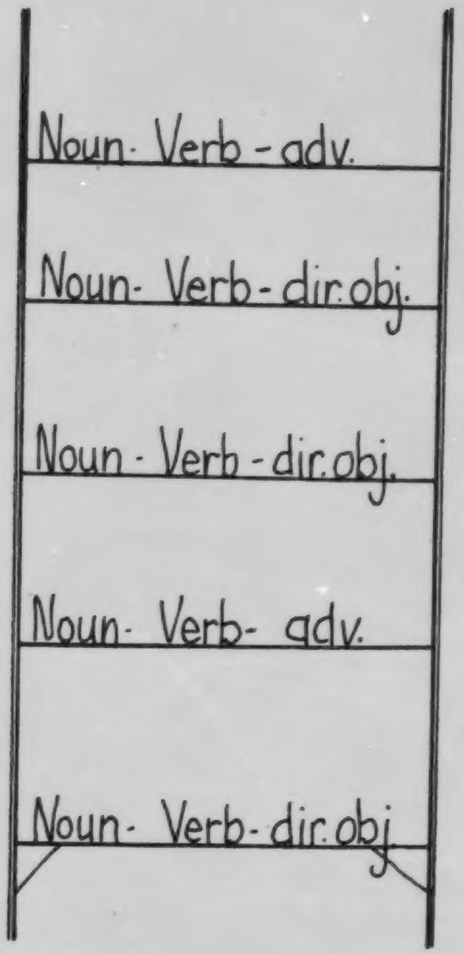
The example uses these sentence patterns.

1. noun-verb-adverb
2. noun-verb-direct object

The first player draws "My father drives too fast," identifies it as N-V-Adv pattern, writes a similar sentence by the bottom rung of his ladder, and then it is the opposing team's turn. A sample pair of ladders is on the following page.

My mother walks slowly.


Noun - Verb - dir. obj.
Noun- Verb - dir. obj.
Noun- Verb - adv.
Noun - Verb - dir. obj.
Noun - Verb - adv.


Noun- Verb - adv.
Noun- Verb - dir. obj.
Noun - Verb - dir. obj.
Noun- Verb- adv.
Noun- Verb- dir. obj.

CONTENT: Written Composition: Sentence Development

OBJECTIVE: The student will increase syntactic maturity through sentence manipulation.

SKILLS:

- Writes noun-verb-direct object sentences.
- Writes noun-verb-adverb sentences.
- Writes noun-verb-indirect object-direct object sentences.
- Writes noun-linking verb-predicate nominative predicate adjective sentences.

ACTIVITIES 6-7-8

1. Write several kernel sentences on the board. Explain to the class that a kernel sentence conveys the simplest idea that can be communicated.

   The following may serve as examples:

   Debbie sold
   The boy mows
   Terry snatched

   The children are sleepy
   Liza dances
   Juan is tall

2. Explain to the class that a kernel sentence consists of a subject and a verb but lacks modifiers and completers that are basic to oral and written communication. Ask students to expand the kernel sentences to complete units of communication.

   a. To form a simple sentence containing a direct object, ask students to identify the receiver of the action verb sold.

      Example: Kernel sentence: Debbie sold
      Debbie sold apples at the Halloween party.

   b. Simple sentence containing an indirect object and a direct object.

      Debbie sold the principal five crates of apples at the Halloween party.
      (i.o.) (d.o)

c. Complex sentence containing an indirect object, direct object and an adverbial modifier.

After Debbie sold the principal five crates of apples, she skipped merrily around the counter.
(i.o) (d.o.) (adv.mod.)

D. To form a simple sentence containing a predicate nominative or predicate adjective, ask students to list some linking verbs and complete the example with either a word that describes the subject (predicate adj.) or one that renames the subject (predicate nominative).

Example: Kernel sentence: Juan is tall.

Juan is the tall, handsome son of the King of Spain.
(p.n.)

The young prince looks extremely happy.
(p.adj.)

3. Select a paragraph from an article or an essay and have students reduce sentences to simple kernel sentences. Then have them expand and build the kernel ideas into more complex sentences.

4. Have students read aloud examples of their best sentences. Then have them write examples containing direct and indirect objects, predicate nominatives, predicate adjectives and adverbial modifiers.

5. Students may use the journalistic questions, who, what, when, where, why, how, which one, and what kind, to expand kernel sentences.

Cahill, Robert B. and Hrebic, Herbert J., Stack The Deck. Chicago, Ill: 1976

CONTENT: Written Composition: Sentence Manipulation

OBJECTIVE: The student will change the word order of a sentence (sentence variety).

SKILL:
- Changes word order of a sentence (sentence variety)
- Parts of speech

ACTIVITIES 8-9

1. Guide students in seeing that word order (syntax) may change without changing the meaning. Variety in sentences keeps writing from becoming boring and monotonous. Write a sentence on the board: "The principal is here." Ask, "Is there another way of saying this?" Students may say "Here is the principal." Use other examples. Have students read the sentence and say it in another way. Identify as a class the "movables":

   a. Adverbs - Finally he went. He went finally.
   b. Adjectives - The silly old woman... The old silly woman...
   c. Phrases - He walked to town... To town he walked...
   d. Clauses - Because he lost his glasses, we were late.
      We were late because he lost his glasses.

   Note how changes may alter the emphasis or effect but not the meaning.

2. Give students a model sentence which can be changed in a variety of ways to convey the same meaning. Then give students a similar sentence to write in as many ways as they can. Model Sentence: The students completed their seatwork and went out to play.

   Sample Changes:

   a. Completing their seatwork, the students went out to play.
   b. The students who completed their seatwork went out to play.
   c. When the students completed their seatwork they went out to play.
   d. Having completed their seatwork, the students went out to play.
   e. Their seatwork completed, the students went out to play.
   f. Out to play went the students when their seatwork was completed.
   g. Before going out to play, the students completed their seatwork.

3. Often poems use varied structure in order to develop a rhyme. Have students change poetry structures to sentences and note how rhymes often disappear. Popular song lyrics could be substituted for poetry.

Example: Snowflakes of icy lace
Come falling down
Upon my face

Sentence form: Icy lace snowflakes fell on my face.

CONTENT: Written Composition: Sentence Expansion

OBJECTIVE: The student will use vivid words, phrases, and clauses to expand simple sentences.

SKILLS:
- Parts of speech
- Parts of the sentence

ACTIVITIES 6-7-8-9

1. Write on the board a core sentence and this list of instructions:

    1. Change the verb to a more vivid one.
    2. Change the noun to a more exact one.
    3. Add a word that describes the noun.
    4. Add a word (or words) that tells "how."
    5. Add a word (or words) that tells "when."
    6. Add a word (or words) that tells "where."
    7. Add a phrase or clause that explains "why."
    8. Reorder and rephrase the sentence to make it read as smoothly and effectively as possible.

    Work through the core sentence, using suggestions from the class.

    Ex: The girl laughed.

    1. The girl giggled.
    2. The teenager giggled.
    3. The pretty teenager giggled.
    4. The pretty teenager giggled spastically.
    5. The pretty teenager giggled spastically all during sixth hour.
    6. The pretty teenager giggled spastically all during sixth hour English class.
    7. The teenager giggled spastically all during sixth hour English class, for she suddenly had realized she belonged in a fifth hour English class.
    8. Rephrase to smooth.

    Divide the class into groups. Have each group expand other core sentences by going through the eight steps.

CONTENT: Written Composition: Sentence Manipulation and Expansion

OBJECTIVE: The student will use the journalistic questions "who," "what," "where," "when," and "why" to expand ideas.

SKILLS:
- Sentence expansion
- Parts of speech
- Parts of the sentence

ACTIVITIES 7-8-9

1. Use the journalistic questions "who," "what," "where," "why" and "how" to expand the following ideas:

    1. shopping in a supermarket
    2. Tom loses
    3. arguing
    4. in the shower
    5. basking in the sun
    6. stomping her feet
    7. dancing till sunrise
    8. hustling
    9. scoring the winning touchdown
    10. having been ridiculed
    11. to dream the impossible dream
    12. to flirt
    13. suddenly crashing
    14. speeding across the tracks
    15. exhausted from the hike
    16. bolting into the street
    17. hissing
    18. taking the driver's test
    19. to clean the porch
    20. ditching biology

2. Using the journalistic questions, expand the following general sentences into more specific ones:

    1. The union leaders talked about the contract. WHO? WHAT? WHERE?
    2. The movie was thrilling. WHAT TYPE? WHY? WHEN?
    3. The girl hates the dentist office. WHO? WHY? WHEN?

CONTENT: Written Composition: Sentence Manipulation and Combining

OBJECTIVE: The student will use prepositions and conjunctions to combine or manipulate sentences.

SKILLS:
- Sentence combining
- Sentence manipulation
- Compound and complex sentences

ACTIVITIES 6-7-8

This exercise can be used to develop composition skills with students who resist learning grammatical terminology, or it could be used to introduce sentence combining through using compound and complex sentences.

Give these instructions to your students.

All sentences have words that carry the idea and words that glue the ideas together.

Ex.: A small boy fell into the deep end of the pool, but he swam to the edge and crawled out.

Idea Words: small, boy, fell, deep, end, pool, swam, edge, crawled, out

Glue Words: a, into, the, of, but, to, and

How many other sentences can you make by keeping the same ideas, but using a different combination of glue words?

1. A small boy swam to the edge of the pool and crawled out after falling into the deep end.
2. A small boy, who fell into the deep end of the pool, swam to the edge and crawled out.
3. Into the deep end of the pool fell a small boy, but he swam to the edge and crawled out.

Now - combine two sentences with glue words.

Tom lives in Shreveport. He attends Byrd High School.

Idea Words: Tom, lives, Shreveport, attends, Byrd High School.

Glue Words: in

Sentence 1. Use "in" and "and"
Sentence 2. Use "who" and "in"

Can you combine these three sentences with glue words?

We go to school. We want good grades. We do not like to do much homework.

Solution 1. Use "although"
2. Use "but"
3. Use "and yet"

How may different single sentences can you make by combining these four sentences.

Jody baked cookies. The cookies were chocolate chip. The bake sale is Saturday. The bake sale is for the Library Club.

Be sure to include all of these idea words: Jody, baked, cookies, chocolate chip, bake sale, Saturday, Library Club

Ex. 1: Jody baked chocolate chip cookies for the Library Club bake sale on Saturday.

CONTENT: Written composition: Expanded Simple Sentences; Compound Parts

OBJECTIVE: The student will write sentences with compound parts.

SKILLS:
- Expanded simple sentences
- Parts of speech
- Parts of the sentence

ACTIVITIES 6-7-8

Develop these practice exercises orally. Combine the two following sentences into a larger one.

John wrote and illustrated a jingle.
Bob assisted.
(John and Bob wrote and illustrated a jingle.)

Poems and jingles are acceptable in the writing contest.
Jokes are also acceptable.
(Poems, jingles, and jokes are acceptable in the writing contest.)

My father is a dedicated artist.
He is skillful.
(My father is a dedicated and skillful artist.)

The elderly man walked slowly.
He walked wearily.
(The elderly man walked slowly and wearily.)

Provide additional examples of simple sentences which might be combined. Use the board or a transparency to develop the expanded sentence with the students. Reinforce parts of speech recognition by identifying the compound parts of each new sentence. Ex.: Wrote and illustrated; compound verbs

Alice made a present for her mother.
Jim helped her.
They wrapped the present.
They used yellow paper.
(Alice and Jim made a present for her mother and wrapped it with yellow paper.)

CONTENT: Written Composition: Sentence Combining

OBJECTIVE: The student will combine a series of simple sentences to compose a smooth, readable paragraph.

SKILLS:
- Sentence combining
- Compound and Complex sentences
- Transition words and phrases
- Narrative paragraph

ACTIVITIES 8-9

Have the students combine the following kernel sentences into one complete paragraph. Emphasize the need to make the sentences flow so that the paragraph becomes readable.

"Alone in the Dark House"

1. It was night. 2. Joan was alone. 3. Her mother had left. 4. She was in the
house. 5. The house was huge and dark colored. 6. The night was scary. 7. Joan
walked over to the television. 8. She turned it on. 9. It was in the living room.
10. She watched. 11. It became boring and tiring. 12. She stood up. 13. She
walked over to the television. 14. She was going to turn it off. 15. She noticed
a horror show had come on. 16. Joan sat back down. 17. Time passed. 18. The
show became exciting and interesting. 19. She heard a strange noise. 20. Joan saw
a strange figure. 21. The figure was on the wall. 22. The figure made a weird noise.
23. She wanted to scream. 24. She didn't. 25. She sat still and quiet. 26. The
figure came closer. 27. She felt a hugging and a pulling at her neck. 28. This was
sudden. 29. She screamed. 30. Her mother ran into the house. 31. She was
frightened by the scream. 32. She woke up. 33. She jumped up. 34. Her mother
reassured her. 35. She only had a bad dream. 36. She promised not to watch another
horror movie alone.

Review punctuating complex and compound sentences and have students edit own paragraphs.

CONTENT: Written Composition: Audience Awareness

OBJECTIVE: The student will adapt writing to different audiences and purposes.

SKILLs:
- Literal comprehension
- Listening
- Letter writing

ACTIVITIES 6-7

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1. Bring to class a number of magazines that would interest your class. These may be obtained from the library or your home. (Examples: Newsweek, Sports Illustrated, Seventeen, Car and Driver, Stereo Review, Flower and Garden, Cycle, Life, Readers' Digest, Field and Stream, etc.)

   Let each child select a magazine of interest to him. Then have him choose three articles from that magazine to read. After reading each article, have him decide what type of audience the author had in mind during his writing (hunters, homemakers, wealthy people, etc.), and what specific purpose he had in mind (teaching, evoking emotions, etc.).

   Ask the student to list his observations on a sheet of paper. Discuss the articles and observations in groups or with the whole class. Follow up by writing, as a group, an article for a specific group.

2. With the class, list ten to fifteen good, half-hour family or game-type television programs on the board. As a homework assignment for a week, have each child choose three to five of these programs to watch and analyze. While watching the programs, tell him to list the phrases or words that seem to characterize the feelings and attitudes of the people on the program.

   After watching all of the programs, have the students bring their lists to school. See if they can determine the attitudes and feelings for the people on each program, the purpose of each program, and the type of audience for which the program was designed. The type of commercials may be helpful also. Follow up by dividing into groups and having each group write a review of a particular program as it might appear in different publications, such as Parent Magazine, Teacher, Glamour, etc. Compare the results.

3. Have students write a letter, brochure, or article encouraging someone to visit their city or state. Divide the class into groups, some writing letters to sportsmen, families, artists, historians, politicians, TV stars, Miss America, etc. Read and compare the results.

CONTENT: Written Composition: Audience Awareness

OBJECTIVE: The student will write two letters on the same subject to people in two different age groups.

SKILLS:
- Audio-visual presentation
- Listening
- Letter writing

ACTIVITIES 8-9

1. Present a conversation between a student and a teacher or parent. This could be accomplished by using an audio tape, video tape, or through role-playing. Suggested topics include use of a family car, house rules for dating, a major class assignment; in general, any topic that is of keen interest to both the students and the adults.

2. Then present a conversation that takes place between two students on the same topic used in #1. This conversation could be presented live or on audio or video tape.

3. Assign the students to small groups to discuss the differences between the conversations and the reasons for the differences. Have one student from each group present the small group's points of discussion to the entire group.

4. Present and define the term audience awareness. Relate the group reports to the definition and reinforce all meaningful points of the group reports.

5. Assign writing a letter to another student in the class. Allow each student to select his/her intended student. Use the same topics from the pre-writing steps.

6. After the students finish writing the letter in class, have each student deliver his/her letter to the intended student. A period of reading and discussion among the students should occur.

7. Assign writing a second letter on the same topic to a teacher or parent. In making the assignment, review the differences in writing caused by a different audience.

8. Give informative feedback to the students about the effectiveness of audience adaptation for their two letters.

CONTENT: Written Comprehension: Thesis Statement

OBJECTIVE: The student will understand the use of the thesis statement.

SKILLS:
- Thesis statement
- Narrowing topic
- Logical sequence

ACTIVITIES 9

Every paper should have a thesis; without one a paper will simply wander from thought to thought and would be difficult for the reader to follow. Generally, the thesis will be one sentence, frequently complex in construction. It states the basic idea of the paper and provides direction for the main points it will make. In order to write a thesis statement a student must narrow his topic from broad to specific.

Example: SUBJECT: ecology
NARROW TO

SUBJECT: fuel shortage
NARROW TO

SUBJECT: conserving America's dwindling auto fuel supply
NARROW TO

SUBJECT: how individuals can help conserve auto fuel
NARROW TO

SUBJECT: three ways individuals can help conserve fuel while driving

Thesis statement: Individuals can help conserve rapidly dwindling auto fuel supplies by eliminating engine warm-up time, by avoiding "jack-rabbit" starts, and by traveling no faster than fifty-five miles per hour.

Frew, Robert, Guches, Richard C., and Mehaffy, Robert. Survival. Peek Publications, Palo Alto, Calif: 1977

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CONTENT: Written Composition: Description

OBJECTIVE: The student will write a descriptive paragraph.

SKILL:
- Writes a paragraph describing a specific emotion
- Interprets audio-visual presentations

ACTIVITIES 6-7-8

1. a. To show the emotion of love, have the students cut out a large red heart and fill in "Love is..." with the students writing their feeling of love. A discussion of different kinds of love (between child and parents, between two friends, between grandparents and child, between boy and girl) would provide a setting for different connotations of love.

   b. Show a filmstrip such as "The Headless Horseman" or "Call it Courage" and discuss the basis of fear. Discuss the basic instinct animals have that causes them to fear certain things, such as fire. Ask students to list positive and negative aspects of fear.

Advantages	Disadvantages

   Have the students relate the time they were most afraid in their lives. Is there a need for feeling failure when you are afraid? Students could write a paragraph or story relating an incident of fear in their life.

   c. For the emotion of anger, read to the class a story such as "Me and My Little Brain" by John D. Fitzgerald in which Frankil throws temper tantrums. As you read each chapter, let the class express their feelings as they relate to the specific problem. Students could write a paragraph expressing their "Worst Temper Tantrum" or "My Most Angry Moment." (Remind them to concentrate on how they felt, not what they did.)

2. Ask students to write a story or paragraph in such a way that it would make a reader feel:

happy
sad
angry
disappointed
excited
frightened
confused
surprised

3. a. Have the class compile and discuss a list of human emotions:

jealous
fear
love
anxiety
unhappiness
happiness
hatred
joy
loneliness
anger
sympathy
disappointed
surprise

b. To get the students thinking about these different emotions, ask questions like:

1. What makes you feel anxious?
2. When was the last time you felt jealous?
3. How does loneliness feel?
4. What is love?

c. Have each student choose an emotion and write a short paragraph explaining the emotion and telling of an incident which caused them to experience that emotion.

d. Then begin asking questions which relate the feelings to color:

What color is fear?
What color is anger?
What color would you use to represent joy?

e. Let each student choose two or three pieces of colored chalk. Have several vivid colors available. Give them a large sheet of drawing paper and have them draw emotions.

f. Have students make a collage by mounting magazine pictures on poster board. Each collage must represent an emotion. Students then exchange the collages and write paragraphs describing the depicted emotion.

CONTENT: Written Composition: Descriptive Paragraph

OBJECTIVE: The student will write a descriptive paragraph.

SKILLS:
- Descriptive paragraph
- Oral reading

ACTIVITIES 8-9

Select a current TV star, athlete or any person currently in the news. The character should be familiar to all members of the class, but do not tell the class whom you are describing.

Use the board or a transparency on an overhead projector and write one sentence at a time to develop a descriptive paragraph. Each sentence gives a clue (or description) of the character, but never names the person.

Ex: I am not too tall and not too short, not too fat and not too thin.
Although I am middle-aged, I have all my hair and more than my share of teeth.
I speak rather softly and with a Southern accent.
Whenever I travel my wife and little daughter Amy go with me.

After each sentence, allow the students to guess the name of the selected character.

When your paragraph is complete and the character is identified, have each student select a character of his own and write a descriptive paragraph using clues.

Have students check for identation, margins, and legibility.

Students can read paragraphs orally, allowing classmates to raise their hands to guess the name of the character. A correct guess causes the reader to stop his reading. Points could be given for early identification.

Ex: First sentence - 20 points
Second -15 points
Third -10 points
Fourth - 5 points

CONTENT: Written Composition: Descriptive Paragraph

OBJECTIVE: The student will write an original paragraph using vivid adjectives and precise nouns to describe a picture.

SKILLS:
- Parts of speech; nouns and adjectives
- Vocabulary development
- Descriptive paragraph

ACTIVITIES 7-8

1. Collect pictures from magazines. Try for a variety of landscapes such as peaceful country scenes, majestic mountains, a stormy seascape, busy city streets, etc. Staple the pictures to sheets of paper equal to the number of students in the class. Leave enough blank paper for several lines of writing. Pass papers around the room and have each student write a word or phrase to describe the picture. Make comments on types of descriptive words or on the sensory appeal while papers are being passed. When each paper has been around the room, collect all of them and redistribute. The class will then write paragraphs using a picture and the attached "idea sheet."

2. On the second day, pair the students and have each edit the other's paragraph and comment on his success or lack of success in capturing the essence of the picture. Give each author time to correct and revise before handing the paragraph to the teacher.

CONTENT: Written Composition: Descriptive paragraph employing senses of sight, sound, touch, smell, or taste

OBJECTIVE: The student will practice using his powers of observation to develop sensory perception.

SKILLS:
- Employing senses of sight, sound, touch, smell, or taste
- Descriptive sentences
- Similes and metaphors

ACTIVITIES 6-7-8-9

1. Give these instructions to your students.

Sharpen your Senses

Close your eyes. Listen. Listen intently. Tell what you hear in clear, concise terms. Use figures of speech to express what you hear. "The slam of locker doors sounds like the closing of prison cells." "I hear the silence of thinking all around me."

Do the same with what you smell. "I smell the shampoo from the hair of the girl in front of me." "I smell my own sweat."

Then try "What do you see?" You must use color and shape words. Students can be made aware of many shape words that they do not commonly use.

"What do you feel physically" comes next. "I feel the beat of my own heart." "I feel the stiffness in my knee that I hurt in P.E."

2. When each student has completed several sentences, put sample ones on the board. Direct the students to compose a paragraph using these sentences. Give them a topic sentence to tie it all together.

Ex: The classroom was very quiet this morning.

CONTENT: Written Composition: Narration
Interpretive Comprehension: Legends, Fairy Tales
Oral Composition: Creates Stories

OBJECTIVE: The student will read and write fairy tales and tall tales.

SKILL: - Writes original fairy tales and tall tales.

ACTIVITIES 6-7

1. Read a number of tall tales or fairy tales to understand the style and characteristics of each. Choose a character from one of these and write another adventure for that character. Paul Bunyan and Pecos Bill are good because there are numerous tales about them.

2. Create a bulletin board--"Once Upon A Time." Put a fairy godmother in the corner with a magic wand. Make three star pockets on the bulletin board containing character, setting, and plot. Students draw one slip from each pocket and create their own fairy tale. Give them a few minutes to get their thoughts organized, and then have them orally present their own "Once Upon a Time" to the class.

3. Write tall tales or fairy tales about the principal, teachers, or classmates.

CONTENT: Written Composition: Narration

OBJECTIVE: The student will write a cohesive, multi-paragraph composition

SKILLS:
- Autobiography
- Proofreading and editing
- Writing from an outline

ACTIVITIES 6-7-8-9

Give these instructions to your students:

What would it be like to be somebody else? How would you like to live in another time or another place, even perhaps as another person?

You can. You can be anyone you want to be. You can live anywhere you want to live. You can choose any place you would like to stay. You can't really do these things, but you can imagine them.

Imagine you are someone else. Who will you be? Where will you live? Will you live now, in the future, or in the past? What will you do? Will you be a farmer or a duchess or an astronaut?

Make an outline of at least three main sections.

Example:

I. Who I am
  A. Age
  B. Appearance
  C. Family

II. When and where I live
  A. Era
  B. Place

III. My future as I see it

When you have developed the imaginary "you," write a three to five paragraph autobiography. Exchange rough drafts of your paper with a "writing partner." You will read each other's papers twice - once for content and the second time for error (spelling, punctuation, etc.).

Make your "error" notations in the margin of the rough draft. If the content is confusing for any reason, discuss this with your partner. Re-write the composition correcting the errors.

CONTENT: Written Composition: Autobiography

OBJECTIVE: The student will develop autobiographical sentences.

SKILLS:
- Autobiography
- Applies grammatical concepts in sentence development

ACTIVITIES 7-8-9

This is a good review activity for 9th grade. For 7th or 8th grade it can be used as an on-going activity as new concepts are introduced.

Write a grammatical autobiography in twenty-five or more sentences. Answer the questions as shown in the examples. Write your sentences neatly in a special small notebook used only for your grammatical autobiography. Add new sentences to your grammatical autobiography from month to month.

1. Tell where you live now. Use a proper noun in a prepositional phrase. Underline the prepositional phrase.

   Examples: I live on Maple Street. I live in Denver.

2. Describe your general appearance. Use and underline an adverb and a predicate adjective.

   Examples: I'm quite muscular. I'm very slender.

3. Write ten sentences that describe your character traits in different situations. Begin each sentence with a prepositional phrase and end with a predicate adjective.

   Examples: During a test I am tense. On rainy days I am sad.
   In school I am industrious.

4. Write five actions you did this week. Put an adverb telling "how" before the verb an prepositional phrase telling "where" after the verb.

   Examples: Sadly I trudged toward school.

5. Tell three things you usually do after school. Make the verb transitive and underline the direct object.

   Example: After school I do my homework.

6. Use ten nouns that name your favorite scents, tastes, sounds, sights, and things to touch. Put a descriptive adjective in front and an "ing" word afterward.

Examples:	roasted hot dog sizzling	red rose blooming
	silver bell tinkling	wintry wind wailing

7. Give your three favorite authors. Use and underline predicate nouns in series.

Example: My favorite authors are Mark Twain, Joseph Conrad, and Robert Louis Stevenson.

8. List three wishes or hopes you had this week. Begin with an adverb. Use and underline a descriptive adjective. Make the verb intransitive.

Example: Wistfully I hoped for an easy test.

9. Name five emotions you felt today. Begin with a prepositional phrase. Make the verb transitive and use a descriptive adjective.

Example: Before lunch I felt smoldering resentment.

10. Tell of three times you gave something to a friend. Use your friend's name as an indirect object.

Example: I gave Norman a new booklet on rockets.

11. Begin a sentence with, "When I was nine." Tell your chief fear. Then underline the when clause and put a comma after it.

Example: When I was nine, I dreaded being alone in the dark.

12. Tell of three times when you were injured. Use a transitive verb in each sentence. Underline the direct object.

Example: I hurt my hand playing baseball.

CONTENT: Written Composition: Exposition

OBJECTIVE: The student will write brief reports and news items.

SKILLS:
- Writes brief reports based on interviews
- Composes simple news items

ACTIVITIES 7-8

1. Conduct a survey on one simple question such as, "What brand of toothpaste do you prefer?" "What kind of pet do you have?" Write a brief summary of the results as it might appear in a news article.

2. Have students interview someone in a career of interest to them. Ask such questions as: How did you prepare for your job? What do you like best about your job? What do you like least about your job? Students could use tape recorder for gathering information. Make a career booklet giving an overview of the different occupations.

3. a. Have the student interview one of his parents or relatives on their life as a child. Some of the questions to be asked are: Who was your favorite teacher and why? What was your favorite subject, why? What was your favorite toy? What was the worst weather you experienced? What was the school you attended like? What was your favorite pet? Did you have any unusual pets? How many brothers and sisters did you have? What awards did you win? What was the most exciting event in your life? From this interview have the student write a report on the person's life.

   b. Choose one event in the person's life to make into a news item.

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CONTENT: Written Composition: Exposition

OBJECTIVE: The students will write interpretations of old sayings, proverbs and adages.

SKILL: - Writes interpretations of old sayings, proverbs and adages

ACTIVITIES 6-7-8

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1. Divide some old saying, proverb, rhyme, slogan or adage into a number of words or phrases. Write these on separate slips or cards and hide them around the classroom where they can be found. When the children enter the room send them on a "treasure hunt" for the words and phrases.

   When a student finds a word or phrase, he is to leave it just where he found it, and copy it on a sheet of paper without saying anything. The first one to find all the parts and put them together gets to hide the next group of words and phrases.

   The difficulty of the game can be varied according to the length and complexity of the passage selected.

2. Express a familiar saying or adage in simple terms (without quoting the adage or saying) and have students think of the original form.

   Example: He who doesn't do something right away will not get it done.
   Adage: He who hesitates is lost.

3. a. Write a list of sentences which includes old sayings, proverbs, adages, etc. Underline these words in each sentence. On the line following each sentence, have students write what the expression means.

   Example: As usual he put his big foot in his mouth. ______________________________
   Beware of Greek bearing gifts. ______________________________
   She felt as snug as a bug in a rug. ______________________________

   b. Have students rewrite the saying or adage using modern slang or terminology.

CONTENT: Written composition: Expository paragraph with topic sentence and supporting details

OBJECTIVE: The student will write an expository paragraph with topic sentence and supporting details.

SKILLS:
- Expository paragraph
- Sentence manipulation, expansion and combining
- Handwriting legibility
- Margins and paragraph indentation

ACTIVITIES 7-8

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1. Prepare a topic sentence.

   Example: John knew how to make people laugh.

2. Prepare a bubble diagram on a transparency (see example on the following page). This could also be drawn on the board before class.

3. Have students contribute comments to fill each bubble.

4. These comments are the supporting details. Be sure that each bubble contains a complete sentence.

5. Have students write a paragraph from this topic sentence and the details. Tell them to write legibly, indent, observe margins, and punctuate carefully.

   Other suggested topic sentences are:

   1. The lion believes he is the king of the jungle. (Draw faces of the animals who disagree and give their talk.)

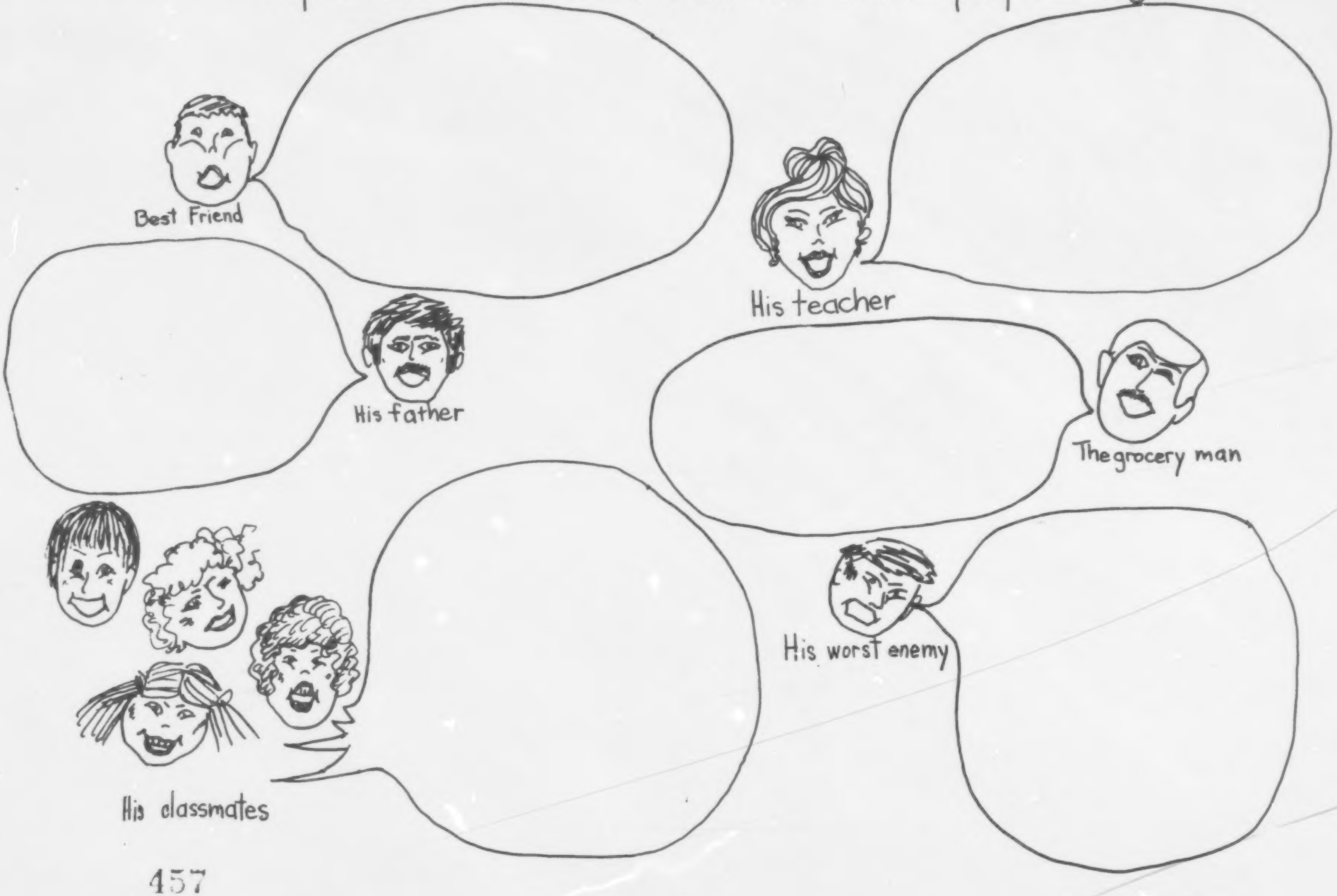
   2. Benjamin Franklin was very observant. (Guess what a politician, scientist, his wife, George Washington, a newspaperman, his political foe might have said.)

   3. Bill was always compared with his older sister who made better grades in school. (Pick people who could give information on this problem.)

   Ask the students to prepare their own bubble sheets (using one of the topic sentences as a starter) with sketches and corresponding sentences. Share the best efforts with the class before the second round of paragraph writing.

8

Topic sentence: John knew how to make people laugh.


Best Friend
His father
His teacher
The grocery man
His classmates
His worst enemy

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CONTENT: Written Composition: Persuasion

OBJECTIVE: The student will write advertisements using various propaganda techniques.

SKILLS:
- Emotional words
- Propaganda techniques

ACTIVITIES 7-8-9

After reviewing various propaganda techniques, give your students a list of options for writing an original advertisement. The directions written below are suggestions.

1. Write a perfume ad for a teen magazine. You need a name for the fragrance that will appeal to young women. Try to persuade the reader to buy it through emotional words.

2. Write a tennis shoes ad for a teen magazine. You need to make up a name for the shoes that will appeal to both young men and young women. Try to persuade the reader to buy it using faulty cause effect.

3. Write a cat food ad for a woman's magazine. You need a name for the product that will appeal to families who own cats. Try to persuade the reader to buy it through the use of repetition.

4. Write an automobile ad for a man's magazine. You need to make up a name for the car that will appeal to men. Try to persuade the reader to buy it through transfer.

5. Write an ad for a washing powder for a woman's magazine. You need to make up a name for the product that will appeal to women. Try to persuade the reader to buy it through using a testimonial.

CONTENT:	Written Composition: Narration, Description, Exposition, Persuasion
OBJECTIVE:	The student will recognize common organizational techniques in various modes of paragraph development.

SKILLS:
- Narration, chronological order
- Description, spatial order
- Exposition, examples
- Persuasion, viewpoint and proof
- Topic sentences

ACTIVITIES 7-8-9

This exercise is designed to be used as a review of organizational techniques. It directs student attention to the unifying elements of a coherent paragraph.

1. Duplicate the "Grandma" paragraph (board or transparencey) and present it as a discussion starter.

DO YOUR PARAGRAPHS RAMBLE AROUND LIKE GRANDMA?

"How are you feeling today, Grandma?"

"I feel like Aunt Mary did when...you remember Aunt Mary. She was married to the second son of Charlie...I can't think of his mother's maiden name but they used to live out near...oh, where the old country store used to be. It's too bad you never got to meet Harriet..."

2. Then hand out dittos with these numbered paragraphs to be analyzed. Prepare a list of questions to ask about each. This can be an oral exercise.

ARE THESE "GRANDMA" PARAGRAPHS?

1. Shakespeare was born in the English town of Stratford-on-Avon on April 16, 1564. For a few years he was a student in the local grammar school. At the age of eighteen he married Anne Hathaway. Several years later he went to London. By the time he was thirty-five, he was writing some of his great plays.

2. Great wealth and great poverty exist side by side in the city. Inside the Istanbul Museum visitors may see the sultan's Peacock Throne. Around it are cases filled with jewels, one of them an enormous emerald. Outside, however, human beasts of burden still bend under loads so big that the bearer can hardly be seen.

3. Today men travel in many ways. Some travel by automobile and train. Others prefer to ride in airplanes and helicopters. Many still use primitive camel caravans and oxcarts. And a few have hurtled toward the stars in spaceships.

4. I am a liberated woman. I am free to choose the way of life that seems most pleasing to me. And what do I choose? I choose to get married. I want a good husband and children to love. I want to decorate and manage my own home in my own way. Choosing homemaking as a career doesn't make me any less liberated than my non-traditional sister.

Possible questions

Paragraph 1.
- a. Does this paragraph have a topic sentence? (No)
- b. Can you compose a title for this paragraph? (Shakespeare's Early Years)
- c. What kind of order is used to develop the paragraph? (Chronological)
- d. Can you identify the transition words or phrases? (For a few years, Several years later, by the time)
- e. What is the mode of development? (Narration)

Paragraph 2.
- a. What is the mode of development of this paragraph? (Description)
- b. What is the order? (Spatial)

c. Name the transition words. (inside, around, outside)

d. What is the topic sentence? (first)

Paragraph 3. a. What is the topic sentence? (first)

b. What is the expository order? (general to specific examples)

c. Name the transition words. (some, others, many, few)

Paragraph 4. a. What is the mode of development? (persuasion)

b. Name the topic sentence. (first)

c. Is there a "clincher" sentence? (yes, last)

Now assign paragraphs to be written following the above models. You could provide the topics or topic sentences.

Ex.: 1. This morning was about the same as any other school morning.

2. We moved from the noisy gym to the almost silent halls of the classroom area.

3. Students at ________ _________ Junior High School use many different kinds of transportation to get to school.

4. I believe the school day is too long.

CONTENT: Written Composition: Narration
Interpretative Comprehension; Biography

OBJECTIVE: The student will write a biography of an imaginary character.

SKILLS:
- Narrative composition
- Proofreading and editing skills
- Biography

ACTIVITIES 8

Collect pictures of all ages and types of people.

Review with the class a brief informal biography. Reader's Digest or the newspaper would be a good source for models. Read one or two of these models to the class.

Then have students select a picture of a person from the picture file and write an imaginary biography of that person. They are to make up a story giving facts such as name, age, place of birth, job, family, hobbies, tragedies and successes. Allow one full class period for the first draft.

On the second day the students will edit their own compositions, recopy, and exchange with a student partner for proofing. When final corrections to spelling, punctuation, etc. are made, the biographies can be shared by oral reading in class and by placement of the pictures and matching biography on bulletin board.

CONTENT: Written Composition: Short story with plot, characters, and dialogue
Interpretative Comprehension: Short story elements

OBJECTIVE: The student will write a short story with plot, characters, and dialogue.

SKILLS:
- Short story with plot, characters, and dialogue
- Proofreading and editing skills
- Sentence manipulation, expansion and combining
- Oral composition
- Oral reading
- Elements of a short story

ACTIVITIES 7-8

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1. Brainstorm with the students for ideas that could be used to create an interesting short story. The selected subjects should be familiar to the students.

   List the ideas on the board. Select one of these ideas to develop a short story with the whole class.

   Give each student a prepared handout with the following questions:

    1. Who will be the main character?

    2. Where will the story take place?

    3. What will the main character set out to do?

    4. What or who will help him?

    5. What problem will he have?

    6. Will the main character fail or succeed?

    7. How will everything turn out?

    8. Will we tell the story in first person or third?

Go through questions one through eight with the class. Select the best suggestions and note these on the board in the order of the questions. Use the notes for the next step.

Lead students into development of sentences. Allow students to contribute to expanding sentences, correcting language usage, and using descriptive language and dialogue. As the story develops, students should use skills to make decisions on paragraphing.

Two things are very important.

1. That all students contribute to the development process.

2. That all students see the step by step development process.

Have students check the story and edit if necessary.

2. Have students write (copy) their story. Some could illustrate it. Others could work up a bulletin board using the steps for writing or the elements of a short story.

Divide the class into several groups for writing their own story. They could select one of the topics from the original list. They should follow the same procedure.

Stories should be edited by the group. Students could share completed stories orally with peers or other classes.

This composition activity would be a good introduction to a literature unit and the short story. The importance of point-of-view, setting, establishing characterization, etc., to story development will have already been graphically demonstrated. This would also be a good time to review rules for punctuating dialogue.

CONTENT: Written Composition: Multi-paragraph compositions

OBJECTIVE: The student will use the sixteen sentence model for multi-paragraph composition.

SKILLS:
- Expository essay
- Persuasive essay
- Thesis statement
- Topic sentences
- Correcting organization weaknesses

ACTIVITIES 8-9

This activity appears in more detail in Bulletin 1484, Models For Writing.

Put the diagram following this activity on the board or duplicate it on ditto. Explain that the advantage of learning to use this model is that it gives the student an easily recognizable form which can be imitated. Since each sentence has a specific function within the model, it prevents the student's going astray. When this model has been mastered, the basic idea can be expanded to longer compositions on subjects of greater depth.

Using the following essay, "Cats," as a working example, go over the development step-by-step as the class follows on the diagram.

CATS

1. All over the country, people keep cats. 2. Some people have very fancy cats. 3. Other people have plain old alley cats. 4. Whatever kind of cat it is, it makes the best pet of all.

5. One reason is that cats are very little trouble. 6. For instance, they are good hunters and can feed themselves if they have to. 7. They make themselves clean and neat after each meal. 8. They don't demand very much attention.

9. Additionally, cats are a treat to watch. 10. Most cats are very pretty. 11. A healthy cat has a nice fur coat that gleams. The way cats move is graceful and smooth.

13. Cats really are the best pet. 14. If people think about how little it costs to keep a cat, they will choose a cat for a pet when money is tight. 15. As more people appreciate their beauty, more will decide to have a pet cat. 16. There may be so many pet cats soon that we'll have animal doctors who specialize in "Cats Only"!

Paragraph one: The inverted triangle illustrates the narrowing of the focus of the essay from three introductory sentences to the thesis (sentence 4). Teaching this process becomes simpler when sentence 1 is a space or time generalization. This then allows for a natural progression in time or space to the thesis.

Paragraphs two and three: The interior paragraphs are self-explanatory.

Paragraph four: The last triangle indicates the necessity of not only restating the thesis but of broadening its meaning in light of the examples presented in the paper. Quite literally, the broadened meaning can be extended by the time or space generalizations (sentences 14, 15, 16). The student can then be taught to write a meaningful conclusion, not merely a repetition of the thesis.

Example II

THE NEED FOR EXERCISE

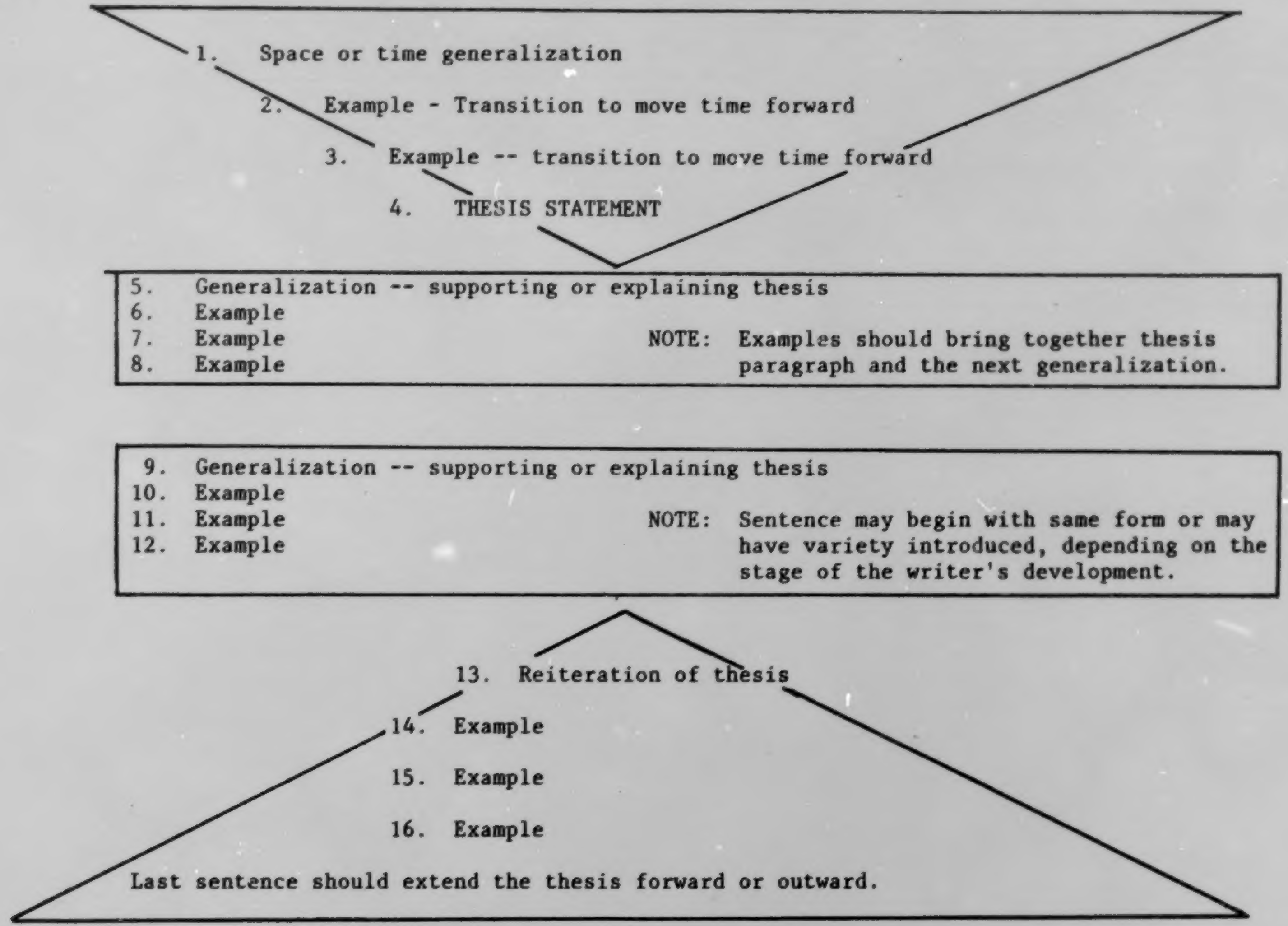
1. If given the opportunity, people have always endangered their health by eating too much and exercising too little. 2. The ancient Romans indulged themselves with large banquets. 3. Today many Americans have heart attacks because they are overweight and under exercised. 4. For good health every adult should follow a daily plan of exercise.

5. Many doctors recommend jogging as a particularly effective form of exercise. 6. Heart patients jog because they need bodily movement which will strengthen the heart. 7. Jogging also builds leg muscles. 8. It can help a person lose extra pounds.

9. Another effective form of exercise is swimming. 10. It stretches arm and leg muscles. 11. It even reduces bulging waistlines. 12. Some swimmers say that water sports improve a person's coordination.

13. Because many Americans work in offices, they neglect the exercise necessary for being in good physical condition. 14. As people become more concerned with their physical well-being, jogging and swimming will be joined by other forms of strenuous movement. 15. Some physical therapists predict a boom in the number of health spas and exercise clinics in the next few years. 16. Some day even grandmothers may be running the four minute mile!

NUMBER ALL SENTENCES. UNDERLINE GENERALIZATION IN EACH PARAGRAPH ONCE. UNDERLINE THE THESIS STATEMENT TWICE.



1. Space or time generalization
2. Example - Transition to move time forward
3. Example -- transition to move time forward
4. THESIS STATEMENT

5. Generalization -- supporting or explaining thesis
6. Example
7. Example
8. Example

NOTE: Examples should bring together thesis paragraph and the next generalization.

9. Generalization -- supporting or explaining thesis
10. Example
11. Example
12. Example

NOTE: Sentence may begin with same form or may have variety introduced, depending on the stage of the writer's development.

13. Reiteration of thesis
14. Example
15. Example
16. Example

Last sentence should extend the thesis forward or outward.

CONTENT: Written Composition: Persuasive theme
Oral Composition: Group Discussion

OBJECTIVE: The student will write a two to three paragraph persuasive theme on a topic generated from group discussion.

SKILLS:
- Participates in group discussions
- Organizes and develops a sentence outline
- Spells, capitalizes, and punctuates correctly
- Develops topic sentence and gives supporting details
- Uses transitional devices to link sentences and paragraphs
- Uses effective introduction and conclusion
- Uses a variety of sentence patterns
- Uses outline as a basis for developing composition

ACTIVITIES 8-9

---

1. Introduce current topics relevant to students such as capital punishment, gun control, abortion, euthanasia, the Equal Rights Amendment, draft registration for the Armed Services. Have printed and audio-visual materials about the topics available in class. Have each student select a topic.

2. Group students according to their selected topic. Have each group elect a chairperson and discuss the topic.

3. Make a formal presentation to the class of persuasive techniques in writing. Follow the presentation with a class period devoted to reading and analyzing models of persuasive writing. Several excellent references are given below for teachers to use as resources.

4. Tell students to locate and study additional materials such as newspaper articles, news magazines, and television documentaries. Require students to take notes on the material and present the notes for teacher evaluation.

5. After the notes have been evaluated and returned, have small group discussions again in order to promote a sharing of the gathered information.

6. Review sentence outlining with the class. Assign the writing of a sentence outline for a two to three paragraph persuasive theme on the selected topic. Check the students' outlines and return them.

7. Assign the writing of a two to three paragraph persuasive theme according to the sentence outline, utilizing the notes previously taken. Have the major portion of the writing done in class. Give support, encouragement, and assistance to each student.

8. In the small groups again, have students read and critique each other's papers for use of effective persuasive techniques.

9. During another class period, conduct a review of sentence patterns, and sentence structure with students using their own papers. Ask students to recall and write the following sentence patterns on the board:

   Noun-verb-direct object sentence
   Noun-verb-adverb sentence
   Noun-verb-indirect object-direct object sentence

   An alternate method is to present these patterns using an overhead projector, the chalkboard, handout, or a handbook of grammar. Have students identify these sentence patterns in their own writing by marking the pattern above the written sentence. Also have students examine their sentences to determine whether compound sentences could be structured more effectively as complex sentences. Additional review and work on improving sentence structure can be incorporated at this time.

10. Evaluate each student's persuasive theme. Give informative feedback about the effective use of persuasive techniques. As incidental evaluation, give informative feedback regarding the students' use of sentence structure.

Ashmead, J. Heintz, A.C., and Shuster, E. Synthesizing: An Elective Course in Composition. Lexington, Mass.: Ginn and Company, 1975.

Corbett, Edward P. Classical Rhetoric for the Modern Student. New York: Oxford University Press, 1971. (2nd edition)

McCroskey, James, ed. Introduction to Rhetorical Communication. Englewood Cliffs, N.J.: Prentice-Hall, 1978 (3rd edition)

Commission on English, ed. Twelve Thousand Students and Their English Teachers: Tested Units in Teaching Literature, Language, Composition New York: College Board, 1968.

CONTENT: Written Composition: Precis Writing

OBJECTIVE: The student will write a precis of a book.

SKILLS:
- Reading comprehension
- Precis writing
- Book report

ACTIVITIES 9

Instead of the conventional book report, introduce your students to the precis type of reporting. Emphasize the importance of organizing ideas and practicing the precise and economical use of words. Give them this model to follow to make the initial attempt at writing a precis a bit easier.

1st sentence - Setting

2nd sentence - Character or characters

3rd sentence - Conflict

4th sentence - Plot

5th sentence - Plot

6th sentence - Outcome

Ex.: Lord of the Flies
William Golding

This story takes place on a wild desert island. The main characters are two boys, Ralph and Jack. The conflict is between the boys as Ralph symbolizes an orderly civilization and Jack, anarchy. As a result of a plane crash a group of English schoolboys are stranded on the island without adult supervision. Ralph is elected leader and tries to establish law and order, but Jack revolts and forms his own tribe which regresses to barbarism. The boys are eventually rescued by a passing army vessel.

CONTENT: Written Composition: Functional Writing

OBJECTIVE: The student will write thank-you notes, invitations, friendly letters, post cards.

SKILLS:
- Writes thank you notes, invitations, friendly letters, post cards
- Edits compositions of others

ACTIVITIES 6-7

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1. Have the students fill in pertinent information for an invitation to a Halloween party, a beach party, a masquerade party, a dog's birthday party, etc.

2. Let the students set up a make-believe post office in the classroom with letter boxes, rubber stamps, mailbags, "Wanted" posters and the like. Let the students write letters, post cards and thank-you notes to their classmates to be delivered through the class post office. Have some students act as postmaster and if mistakes are found in the letters, etc., mark them "Return to Sender" and have the author make the proper correction.

3. Have the student pretend he is visiting a place which is being studied in social studies; this could be a city, state, country or resort. Have the student cut a post card out of poster board or other heavy paper, design or draw a picture depicting the place being visited on one side. On the other side he should write a message and address the post card correctly.

CONTENT: Written Composition: Letter writing

OBJECTIVE: The student will write several letters on unusual subjects.

SKILLS:
- Writes friendly and persuasive letters
- Expresses a viewpoint and adds supporting details in a written form
- Indenting and paragraphing

ACTIVITIES 6-7-8-9

The following four letters are to be dispersed appropriately during the school year.

1. Students write a letter to themselves during the beginning of the school year. They are to tell what they hope and envision this school year to be. Letters are kept by the teacher in sealed envelopes to be returned at the end of the year. (friendly letter)
2. Students are asked to write a letter to Santa Claus who is all-powerful. They may ask for anything that is invisible (ex., love, peace, a problem solution). Letters are signed with pseudonym. (persuasive letter)
3. Students are to write a letter to the principal in which they compliment or criticize some aspect of school life. They may sign with a pseudonym. (letters may be given to principal who may want to discuss them with class). (persuasive letter)
4. Students are to write a "Dear Freshman" letter near the end of the school year. They are to give advice to the next year's freshmen on how to have a good school year, or how to get along with the teacher. These letters are a great opening of school bulletin board the next year. (friendly letter)

CONTENT: Written Composition: Functional Writing

OBJECTIVE: The student will be able to fill out simple forms and applications.

SKILLS:
- Fills out simple forms
- Completes order blanks
- Completes job applications
- Completes social security forms, checks, driver's license applications

ACTIVITIES 6-7

1. a. Have the student fill out an application for a library card.

   b. Have the student complete an order blank for something he intends to actually order such as Arrow Books.

2. a. Have a list of classroom jobs. Have students complete a simple form applying for the job.

   b. Get forms from the appropriate departments and have the students complete a social security form, check, or driver's license application.

3. Provide a Sears Roebuck or Montgomery Ward catalog. Duplicate copies of the respective order forms for each company. Provide a book of counter checks for the pupils' use, and also envelopes for the pupils to address correctly. Instruct the pupils to use the index of the catalogs to locate the desired items, and to then complete their orders, write a check for the correct amount, and address the envelope correctly.

CONTENT: Written Composition: Functional Writing

OBJECTIVE: The student will be able to fill out applications.

SKILLS: - Completes job applications

ACTIVITIES 8-9

Give students a ditto with fictional information with which he can fill out job applications. Teacher can supply any typical job application form.

USE THIS INFORMATION IN FILLING OUT YOUR JOB APPLICATION

Your name is Anthony Joseph Fontalala. You live at 2120 Podunk Avenue, Plumnelly, Pennsylvania. Your zip code is 41111. Your social security number is 429-77-9999. You are married and have eleven children. Roseanne Roseannadanna, a friend, told you about the opening with Nothing-Wasted Food Service for Schools. The job at this company has been advertised on ZZZZ Radio Station. The job you are applying for is for inspector of garbage cans, and you need a salary of $950 per week in order to support your family. You will be able available for work July 35, 1999. (That's when you get out of jail.) You attended and graduated from Waybelow Normal High School in Plumnelly, Penn., from Sept. 1921 to May 1937. You took courses that pertained to business and sanitation studies. You have a B.S. degree from the University of Green Grove where you studied sanitary engineering. Your average in high school was A- and in college, F+. You have a slight handicap, a wooden leg, which has a tendency to splinter and drop on the floor. Termites follow you around all the time, also. You have previously worked in the Linwood Donut Factory where you were in charge of measuring the holes in the donuts. Your hobbies include looking at mini-skirted girls who pass down the street and taking ballpoint pens apart. You are president of the U of GG Alumni Association. You previously served in the U.S. Air Force (11-26-68 to 2-26-69). Your rank was Lt. Colonel and you received an honorable discharge and were commended for your valuable services in keeping the runways cleared. Your job in the Air Force was that of clearing eagle droppings from the runways.

CONTENT Written Composition Vocational Writing

OBJECTIVE. The students will gain practical experience in composing a resume filling out job application forms, and in role playing an interview using standard English.

SKILLS.
- Reads multi-syllabic words (polygraph supervisor etc.) Understands vocabulary of job application, including medical history terms
- Classifies facts about oneself e.g. education previous employment
- Writes in formal standard English
- Understands persuasive techniques in interviewing
- Writes a resume to be included with the form, using chronological order for listing
- Includes only pertinent information on form
- Proofreads and edits

ACTIVITIES 8-9

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1. Acquire sample job application forms from local businesses for the purpose of duplication or for transparencies. A sample resume form follows this activity.

2. Lead an oral discussion on how to acquire a summer job or part-time job, e.g. want ads, verbal inquiry resumes, applications.

3. Lead students to classify information about themselves according to:

   Personal Data
   Education
   Special Skills
   Extracurricular Activities
   Work Experience
   References

   This serves as a first draft of a resume "composition."

4. Allow students to exchange papers to gain feedback.

5. Students should then write a revised draft of the resume. (Give models or transparences) Stress organization, main ideas, neatness, elements of persuasion. (What do you want the employer to see first?)

6. Direct students to read job applications, asking them to select the words they do not understand, e.g. chronic deseases, felony, permanent employment, conviction. Collect these words, placing them on the board in sentences. Lead students to use context to acquire the meanings and word attack skills, e.g. structural analysis. Do this for different types of applications.

7. Encourage students to fill out the application, stressing standard usage and spelling.

8. Discuss the components of an interview. Ask students to share their experiences for jobs offered or rejected. The students could also interview employers to get "helpful" hints.

9. Include a discussion on nonverbal communication in an interview setting, e.g., gestures, eye contact, posture, as clues to the employer. (See Marcus's discussion on nonverbal communication)

10. Divide the class into pairs, asking each pair to role play a job interview using the resumes and applications filled out by the students. (It is important to make this relevant to the class.)

11. The class could then discuss and vote, based on the information obtained from the interview, to either hire or reject the applicant's application.

12. As a follow-up activity. Have students write letters of application to fellow class members. Later, ask each student to discuss the persuasiveness and style of the letters.

NOTE: If students are speakers of nonstandard English, help them discover the systematic differences between their home language and standard English.

References on Nonverbal Communication:
Marcus, Marie. Pragmatic Teaching of the Language Arts. (Chapter 1) Wiley, 1977.

Weinman & Weinman - NCTE publication on teaching nonverbal communication

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SAMPLE

RESUME

MARY J. WARREN
130 South Broadway
Yonkers, New York 10705
(914) 555-6781

PERSONAL DATA

Date of Birth: June 3, 1960
Height: 5'2"
Weight: 121 pounds
Health: Excellent
Social Security Number: 004-06-0008

EDUCATION

High School: West High School
Degree or Diploma: High School Diploma
Graduation date - June, 1978
Major: Business
Grade Average: B+

Special Skill Acquired

Experience in handling a complete bookkeeping cycle; balance sheet; general ledger; income statements; accounts receivable; accounts payable; special journals; experience in operating a typewriter (50 words per minute); keypunch; adding machine; and spirit duplicating machine.

Extracurricular activities

Vice president of the senior class; Member of Future Business Leaders of America; Member of the Drama Club; Class representative on Student Council

WORK EXPERIENCE

Summer 1977	Yonkers Kentucky Fried Chicken, Cross Country Shopping Center, Yonkers, New York 10701. Countergirl.
Summer 1978 to Present	A-1 Pet Shop, 111 South Broadway, Yonkers, New York 10705. Sales Clerk.

REFERENCES-

Mr. John L. Bell, Business Teacher; Yonkers High School, Wallace Parkway, Yonkers, New York 10705
Mrs. Joan K. Stein, Owner; Yonkers Kentucky Fried Chicken, Cross Country Shopping Center, Yonkers, New York 10705
Mr. Daniel E. Walker, Owner; A-1 Pet Shop, 111 South Broadway, Yonkers, New York 10705

Paulter, Albert J. Job Seeking Guide.
New York: Delmar Publishers, 1976.

STUDY SKILLS

STUDY TECHNIQUES

- SQ3R
- Note-taking
- Outlining

LOCATING INFORMATION

- Graphic sources
- Reference materials

CONTENT: Study Skills: Skimming and Scanning

OBJECTIVE: The student will scan printed materials to locate specific information.

SKILLS:
- Skimming and scanning
- Phonetic/structural analysis

ACTIVITIES 6-7

1. Collect old telphone directories and distribute them to the class. Ask the students to:

   a. List all the people whose last names are a color

   b. List all people whose last names are things to eat

   c. List all people whose names are occupations

   This can be an individual or group activity and can be played as a game with time limits.

2. Using a set of newspapers or one section of a set of newspapers have the class conduct a NEWSPAPER SCAVENGER HUNT.

   Divide the class into two sections. Each section will compose a list of questions that can be answered from skimming the newspaper. When each side has completed 20 questions, have them swap lists. The first side to have one person complete the answers correctly wins.

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CONTENT: Study Skills: Reading Speed

OBJECTIVE: The student will adjust reading speed to materials and purposes.

SKILLS: - Adjusts reading speed to materials and purposes

ACTIVITIES 6-7-8-9

Discuss with the class the variety of reading materials they use, such as fiction, nonfiction, and references. Have students explain whát each one is and why we might read it.

1. Ask students to survey or "look over" a chapter in a texbook by reading picture captions, title, bold face print, summary, first paragraph, and last paragraph. (This prepares student for the next step.)

2. Instruct pupils to survey independently a chapter from a content area and write down five important questions they might be expected to answer after reading the chapter. (Time class until the majority finishes.)

3. Follow 2. directions using pleasure reading materials to note major characters and setting of of activity. (Time class until majority finishes.)

4. Follow 2. directions using the encyclopedia to note five details on specific topics. (Time class)

Compare times to illustrate adjusting speed of reading to materials and purposes.

CONTENT: Study Skills: SQ3R

OBJECTIVE: The student will use the SQ3R technique with reading assignments.

SKILLS:
- Literal comprehension
- Interpretive comprehension
- Vocabulary development (context clues)
- Written composition
  1. Description
  2. Persuasion

ACTIVITIES 6-7-8-9

Read the detailed explanation of SQ3R that follows this activity if you are not familiar with this approach to teaching any material that requires student reading.

The method can be used with fiction and with poetry as well as with factual materials.

This sample directed reading lesson was developed for "A Kind of Murder" by Hugh Pentecost, Decisions: A Scholastic Literature Unit, Scholastic Book Services.

1. Write the vocabulary words selected for study on the board with the page numbers. The students will need the page numbers since they will be trying to define those words by using context clues. Have the students copy the words and check those they already know.

   Words selected for study:

1.	burden	p.75
2.	replacement	p.77
3.	flimsy	p.75
4.	demise	p.76
5.	cordial	p.76
6.	genial	p.76
7.	sadist	p.80
8.	amiable	p.80
9.	pulverize	p.81
10.	absurd	p.81
11.	geyser	p.81
12.	squeamish	p.82
13.	valor	p.84
14.	snubbed	p.87
15.	meager	p.87

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2. Begin the SQ3R

   A. Survey

      1. Vocabulary list

         a. Have students check words they already know
         b. Define these familiar words orally in class

      2. Title: "A Kind of Murder"

         a. Ask if a murder actually occurs.
         b. Which word in the title qualifies "murder"?

      3. Pictures

         a. What is the setting for this story?
         b. How old are these boys?

      4. First page (read aloud)

         a. Who is telling the story?
         b. Identify the two main characters.
         c. Read the sentence with the vocabulary word "burden" aloud using a synonym for "burden."
         d. Summarize orally what we now know about this story.

            (1) the main characters
            (2) the setting
            (3) that Hugh harms Mr. Warren in some way

   B. Question (purpose for continuing to read)
   In what way does Hugh "murder" Mr. Warren?

   C. Read (orally or silently, depending on composition of class)

   D. Recite (oral check of comprehension)

1. What was the author's purpose in including the dog in the story?
2. Whom did you hate the most, Major Durand or Sammy Callahan? Why?
3. Define remaining vocabulary words using context clues.

E. Re-read to write the answers to the questions on the vocabulary work sheets.

3. The vocabulary work sheet can be classwork on the second day or a homework assignment. Remind the students to check how the words are used in the sentences if they have trouble classifying the part of speech.

STUDENT VOCABULARY STUDY SHEET

1. Arrange the 15 vocabulary words under these classifications:

   nouns (6) adjectives (7) verbs (2)

2. "Genial" and "amiable" both describe Mr. Warren. What one word could you use as a substitute for either of these? ____________________

3. Underline the suffix in "replacement." If you rewrite the word without the suffix, it is a verb. Write a sentence using this verb. ____________________________________

4. What is the adjective form of sadist? _____________ Write a sentence using this adjective. ____

5. Mr. Warren's suitcase was flimsy. Name another article that could be flimsy. _______

6. Find the sentence containing "snubbed." Write that sentence using a synonym for "snubbed." ____

7. Check your dictionary for "cordial" as a noun. Would your parents let you have one? ____________________________

8. If you couldn't define "squeamish" without a dictionary, here is a hint. Your stomach feels that way when you eat something that doesn't agree with you. Now read the paragraph and try again. ____

9. Did Major Durant actually pulverize anyone's nose? Name two materials that you could really pulverize. 1. ________________ 2. __________________

10. Would you enjoy a meager meal? Write two antonyms that you might use for "meager" if you were writing about food.

4. Now your students are ready to write about what they have read. You can assign a 1. descriptive paragraph (easy) or 2. persuasive three to paragraph essay (difficult).

   1. Describe Mr. Warren in one paragraph.

   2. Was Mr. Warren a brave man or a coward? Give your opinion in your first paragraph and support it in the following two or three paragraphs by quoting incidents from the story.

   If you have a class of reluctant writers, you might use the "jot" system to get them started on the descriptive paragraph. Scan the story with them and jot down on the board all references to Mr. Warren's appearance. Your list would look something like this:

   thin coat
   dark oxfords
   mended undershirt
   stooped shoulders
   pale blue, frightened eyes
   genial, want-to-be-liked smile
   skinny shoulders
   shambling gallop
   bony hands
   smiled often

   Then with the students arrange the jots in related groups.

   1. Skinny, stooped shoulders, bony hands, pale blue, frightened eyes

   2. Thin coat, mended undershirt, one pair black oxfords

   3. Shambling gallop (awkward), smiled often, want-to-be-liked smile

   Now they are ready to "compose" on their own.

"SQ3R" is an approach to a reading assignment which, practiced frequently with appropriate teacher-assistance, will assist students to become more independent learners.

Q. What does "SQ3R" stand for

A. "SQ3R" stands for "survey," "question," "read," "recite," "reread." It is a good approach to assigned reading. Youngsters who learn to take this approach to new reading matter tend to understand increasingly-difficult material better. "SQ3R" is a good study habit.

Q. Why should you help students master "SQ3R"?

A. Many children need more attention than teachers sometimes give before they understand the use and value of a planned approach to reading/studying. Some youngsters need to be "walked through" an approach dozens of times before they "internalize" it.

Another point: once a child reads pretty well, it is often assumed that the child's capabilities to use reading as a learning tool will develop automatically. This is not so, except for the rare "natural-born student." Most children need extensive, frequent, and continuous support.

Q. How can you help students make "SQ3R" a routine?

A. First, talk about the five steps, then "walk them through" a selection from a factual textbook:

"Survey"	1. note and ponder the title
	2. note subheads
	3. utilize scanning techniques
"Question"	4. decide what the selection seems to be mainly about, and construct a few questions that might be addressed, or read over pertinent questions at the end of the chapter.
"Read"	5. read the selection
"Recite"	6. try to respond to the questions from "Step 4," and state main ideas
"Reread"	7. reread where needed if "Step 6" above seems faltering.

All of the above should by a joint activity between teacher and students, individually or in small groups: gradually, over days or months, lessen your support as the students get the idea, and start to "SQ3R" independently. Observe the class frequently as they attack new material. Remind those who tend not to "SQ3R" automatically, and help them to make "SQ3R" part of their learning style.

Q. What if the students have a lot of trouble with steps 1-4? (These seem to be very hard for many students.)

A. 1. Then you might try helping them take notes at points in the text where they seem unsure: Ask the students to...
   - a. Write down one of the subheads.
   - b. place light checkmarks in the book as each supporting detail appears under that subhead (some students seem to have trouble deciding "what really supports" a subhead).
   - c. Write the selected details in their own words as briefly as possible, under the subhead.

2. You might try helping them make a brief topic outline of the passage, and gradually work up to a more detailed outline.
3. You might also try checking their concept of some of the words which seem most removed from their experience. Talk through the meaning. Supply examples. Use the dictionary together or in small groups.

IF STUDENTS ARE ESPECIALLY WEAK, THEN...
Don't work initially with more than a few pages at a time.
Keep sessions short - 15-30 minutes is enough.
Keep sessions pleasant, and as much fun as possible.
Keep sessions frequent - say 2 or 3 sessions weekly. It's a good idea to work up an agreed-upon schedule for learning to "SQ3R."

CONTENT: Study Skills: SQ3R

OBJECTIVE: Students will apply the SQ3R technique to reading poetry.

SKILLS:
- Lyric Poetry
- Free verse
- Style; emotional appeal
- SQ3R

ACTIVITIES 8-9

The survey approach to a first reading of a poem helps to alleviate the natural apprehension a student feels when confronted with such compact material. Unusual word order, figurative language, and, in this case, Cumming's lack of punctuation and capitalization add to student resistance. The survey can stir interest and give the reader some idea of where he is going. The teacher must conduct the survey and the formulating of the questions orally and should be prepared to read the poem aloud if a recording is not available.

next to of course god
by e.e. cummings

'next to of course god america I
love you land of the pilgrims and so forth oh
say can you see by the dawn's early my
country 'tis of centuries come and go
and are no more what of it we should worry
in every language even deaf and dumb
thy sons acclaim your glorious name by gorry
by jingo by gee by gosh by gum
why talk of beauty what could be more beaut-
iful than those heroic happy dead
who rushed like lions to the roaring slaughter
they did not stop to think they died instead
then shall the voice of liberty be mute?'

He spoke. And drank rapidly a glass of water.

1. Survey
    - a. Title
        - (1) Where should the commas be?
        - (2) If you said "next to, of course, God" what might you be talking about?
    - b. Form
        - (1) No capitalization or punctuation
        - (2) last line apart - why?
    - c. Read aloud first two lines
        - (1) Who is speaking? (poet or someone else)
        - (2) Read last line and ask same question
        - (3) What will he be speaking about?

2. Question:
   From the survey the students now know the question they want to answer through further reading of the poem "Who is speaking on what subject and to whom?"

3. Read aloud

4. Recite:
    1. What is the speaker trying to get his audience to do?
    2. Is this speech realistic or impressionistic?
    3. Does the lack of punctuation contribute to or detract from the impression?
    4. Why did the author include the slang expressions?
    5. Does the poem leave you feeling happy or melancholy? Accepting or indignant?

5. Reread during the discussion to justify opinions.

CONTENT: Study Skills: Notetaking

OBJECTIVE: The student will take notes from a selection using key words in sentences and paragraphs.

SKILL:
- Takes notes from reading using key words in sentences and paragraphs

ACTIVITIES 7-8

1. a. Give students a sample of notetaking form. A simple form that can be used is to have students draw a line down the center of the page. Put main points on the left, and put supporting points or examples on the right.

   b. Give students notes with main points or supporting details omitted, and have students complete the notes.

2. Use an opaque or overhead projector to show a brief article from a magazine or book. This selection should be material which the children will be expected to understand. Underline key words in the selection. Have all the children read the selection and take notes, reminding them of the standards established. After all have finished, select several to go to the board and write what they have written. Compare these as a group against standards. Compile a composite adding important information the group feels has been omitted.

3. A more complicated notetaking form is to have students take notes in a loose-leaf notebook, using subordination and spacing to show the main ideas and supporting details. Label the information in the margin. (It is helpful to draw wider margins.) To study, spread out pages so that only the labels show. The labels serve as study headings for recall.

CONTENT: Study Skills: Outlining

OBJECTIVE: The student will structure an outline.

SKILL: - Structures an outline by using the topic outline method

ACTIVITIES 6-7-8

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1. a. Have students make an outline describing themselves. Begin by asking the children questions about themselves.

Example: Body

What color is your hair, your eyes, etc.?
How tall are you?

Personality

What makes you happy?
What makes you sad?
How do you feel most often (serious, giggly, shy, etc.)?

After discussing these subjects have the children outline in topic form (or sentence form for older, more advanced students), the information they have gathered.

Example: "Self-Description"

A. Body

1. Eyes

a. Blue
b. Large

2. Hair

a. Brown
b. Long
c. Silky

B. Personality

1. Happy feelings

a. Being with a friend
b. Swimming

2. Unhappy feelings

b. Following the previous procedures, select a topic such as "My Pet," "My Favorite Sport," etc., and structure an outline about the subject.

2. To research a topic in an encyclopedia, such as COAL, read orally with the students jotting down key words and main ideas; then organize in outline patterns. This might do away with copying directly from the encyclopedia.

Example: Coal

I. How Formed
   A.
   B.
   C.

II. Kinds of Coal
   A.
   B.
   C.

III. Types of Mining
   A.
   B.
   C.

IV. Uses of Coal
   A.
   B.
   C.

3. Have students read a selection, thinking about what they read. Then brainstorm all the facts that they remember. Write them down, group the ones that are related to the same topic. Make an outline based on the topics.

4. Use the TV section of a newspaper or TV Guide and have students classify programs as to type. (a. quiz program; b. soap operas; c. TV movies; d. news, etc.) Then have them organize material into outline.

CONTENT: Study Skills: Outlining
Literal Comprehension: Main ideas and details

OBJECTIVE: The student will demonstrate literal comprehension of reading material by completing topic and sentence outlines.

SKILLS:
- Outlining
- Reading comprehension

ACTIVITIES 8-9

The following activity is one way of giving the student practice in organizing material through outlining without adding to your paper-grading load. This short example can be adapted to longer expository reading material. You can make a long outline of an essay from the literature book or a shorter one from introductory material to a literature unit. The assignment will ensure the student's reading carefully and will reinforce his outlining skills.

AMERICAN HIGH SCHOOLS IN TROUBLE

The following is a summary of a Time Magazine article, "High Schools Under Fire," November 14, 1977, page 62 - 75.

The dropout rate in schools is lowering. Better yet, the number of high school students going on to college increased to 45% in 1977 compared to 33% in 1940. These are the two good things being seen. There are some troubles.

One major problem area is that many students today cannot do basic, or survival, type tasks. Many cannot fill out application forms, balance a checkbook, or read, then follow directions. Many colleges report that some entering freshmen read at only a sixth grade level.

Another area of concern is violence in the schools. In high schools, during 1975, 63,000 teachers were attacked, there were 370,000 burglaries, and more than $200 million worth of school property was destroyed.

A third area that bothers many is the large number of absent students. The National Association of Secondary School Principals say that this is the worst problem facing teachers. In some areas students who show up are given hamburgers, Frisbees, T-shirts and yo-yos.

Using the preceding article, fill in the blanks in this outline.

I. ______________________________

  a. Lowering dropout rate
  b. ______________________________

II. Major problems in American high schools today

  a. Lack of ability to do basic skills

    1. Cannot fill out application forms
    2. ______________________________
    3. ______________________________

  b. School violence

    1. 63,000 teachers attacked
    2. ______________________________
    3. $200 million worth of school property destroyed.

  c. ______________________________

    1. Worst problem today facing teachers
    2. Students rewarded to show up

CONTENT: Study Skills: Graphic information

OBJECTIVE: The student will locate information in various types of atlases.

SKILLS: - Atlas usage

ACTIVITIES 6-7-8

Borrow from the library as many atlases as possible--at least one general atlas and one historical atlas. Explain that while an atlas is chiefly a collection of maps, it contains information about industries, rainfall, elevation, historical change, rise and fall of empires, movement of peoples, and spread of cultures. Prepare questions that will lead students through atlases to find answers to various types of questions.

Ex.:
- a. What is the population of (a) your home town or parish seat, (b) St. Lo, France, (c) Lake Placid, N. Y. ?
- b. What are the numbers of the main highway and interstate between Baton Rouge and New Orleans?
- c. What are the capitals of California, Costa Rica, North Carolina, Poland, Vermont, and Denmark?
- d. What large lake is near Hot Springs, Arkansas?
- e. What river runs through Rome, Italy?
- f. What is the number of miles from Shreveport to Monroe, Louisiana?
- g. What are the sea levels of Denver, Colorado, and Cameron, Louisiana?
- h. In what country is a town named James Craik located?
- i. What is the name of the mountain range in Innsbruck, Austria?
- j. Where is the Hoover Dam located?
- k. Where is the Dead Sea located?

CONTENT: Study Skills: Locating Information

OBJECTIVE: The student will locate information which will aid in interpreting puns.

SKILLS:
- Encyclopedias
- Books of quotations
- Biographical dictionaries

ACTIVITIES 7-8-9

"Punny" References

A "pun" is a play upon words which uses the similarity in the sound of words which have different meanings. There is usually humor when one uses a pun. Use the reference sources in the library to find the humor in each of the puns listed.

(Go over examples with class to be sure that the process is understood)

EXAMPLES:
... Alexander Graham Bell was a real phony.
... Columbus's crew got a little edgy.
... Thomas Edison really turns me on.
... Paul Revere was an alarmist.
... Bill Walton is a basketcase.
... Robinson Crusoe looked forward to weekends.

NOW YOU'RE ON YOUR OWN
1. Ponce deLeon should have been satisfied with a facelift.
2. Joan of Arc was a real French fry.
3. Sir Edmund Hillary likes to get high.
4. George Washington died in vein.
5. George III issues food stamps.
6. Charles Darwin went ape.
7. Lady Godiva knew the bare facts.
8. Capt. James Cook and his crew were really scurvy.
9. Cleopatra missed her Mark.
10. Demosthenes had rocks in his head.
11. Samuel Clemens knew how to tow the mark.
12. Archimedes lived in a vacuum.
13. Euclid was a real square.
14. Genghis Khan made his men climb the wall.

15. Johannes Gutenberg was my type of guy.
16. Brutus was a copycat.
17. Johannes Keplet got motion sickness.
18. Douglas MacArthur always repeats himself.
19. John Paul Jones never knew when to give up.
20. Issac Newton's experiments were a real let-down.
21. Julius Caesar had too much gall.
22. The Spanish Armada ought to pick on someone its own size.
23. Marie Antoinette had a good pastry chef.
24. John L. Lewis had a guild complex.
25. Susan B. Anthony was no later bloomer.
26. Quasimoto was a real ding dong.

NOTE: Roy Doty's books have many good puns which can be used in addition to these. See Pinocchio Was Nosey.

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CONTENT: Study Skills: Locating information, Almanac

OBJECTIVE: The student recognizes the almanac as a source of specific information.

SKILLS:
- Almanac
- Oral composition

ACTIVITIES 7-8-9

1. Have students examine *The World Almanac and Book of Facts*. Discuss the fact that this is a source of specific, concise information of a current and historical nature.

   Present a list of questions that may be answered by using this reference:

   Who won the World Series in 1976?
   Who won the Nobel Peace Prize in 1964?
   Who was the first Supreme Court Chief Justice?

   Students should answer the question and put the page number where the information is found.

2. Use the almanac to prepare short verbal reports on topics such as:

   "How to Get a Copyright"
   "The Museum I would Most Like to Visit and Why"
   "U.S. Presidents and Their Wives"

3. Have students choose two or three topics in *The World Almanac*. (Example: How to get a U.S. passport, How to Become an American Citizen, etc.) Research the topics, copy significant facts, and choose teams for a quiz bowl type question and answer match. Give the winning team in quickness and number of correct answers a prize or a special privilege of some kind.

CONTENT: Study Skills: Almanac

OBJECTIVE: The student will locate information in several types of almanacs.

SKILL: - Almanac usage

ACTIVITIES 6-7-8

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1. Borrow from the library as many of the following as are available: The World Almanac and Book of Facts, Information Please Almanac, New York Times Encyclopedia Almanac. Explain that almanacs are published annually and contain mainly information about current events as well as historical information. Prepare a list of questions that will introduce students to various parts of the almanac.

   Ex.: a) Which baseball team won the World Series in 1975?

   b) Which year did Pearl Buck win the Nobel Peace Prize?

   c) Who were three signers of the Constitution?

   d) What is the official language of Brazil?

   e) What disaster destroyed Pompeii, Italy? When?

   f) How many cattle are in Texas?

CONTENT: Study Skills: Parts of a Book

OBJECTIVE: The student will become familiar with the parts of various types of books in order to locate information when needed.

SKILLS:
- Table of Contents
- Glossary
- Index
- Appendixes
- Footnotes

ACTIVITIES 7-8-9

Select at random a number of books from the following categories: an English textbook, a fiction library book, a non-fiction library book, a science book, and any other books that are available and appropriate. Distribute these among pupils and do the following:

1. Compare and contrast the information given on the spine, cover, and title pages of the books. Look for shortened titles, long titles, author's complete name (or only the last name), publisher, publication date, place of publication.

2. Explain difference between "edition" and "printing."

3. Look at the tables of contents in the various books. How are they arranged? What does each entry consist of -- chapter headings only? chapters and sub-divisions of chapters? appendixes? Decide on the elements of a good table of contents.

4. Do any of the books have "forewords," "prefaces," and an "introduction"? What is the difference between them?

5. Define and locate the "text" of the books.

6. Locate the indexes in the various books. Determine how they might vary. Which index seems the most useful? Why?

7. Explain the following terms and have them located in the various books: end papers, fly leaf, front piece, glossary, bibliography, dedication, acknowledgements, and footnotes.

CONTENT: Study Skills: Readers' Guide to Periodical Literature

OBJECTIVE: The student will use the Reader's Guide to Periodical Literature to locate information on topics of current interest.

SKILLS:
- Using the Reader's Guide
- Following directions

ACTIVITIES 8-9

Copies of the Readers' Guide to Periodical Literature or sample sheets of the Readers' Guide can be borrowed from the school library for a lesson on this book in the classroom. The abridged Readers' Guide should be used for junior high school students. Teachers should point out the following about the Readers' Guide:

1. This book is an index to stories, articles, poems, book reviews, and similar materials found in periodicals of general interest.
2. The entries in the main body of the index are by subject and author arranged in one alphabet.
3. Book reviews follow the main index and are arranged alphabetically by author.
4. Refer to the pages "Suggestions for the use of the Readers' (or Abridged Readers') Guide for discussion and to point out various features of the book.
5. Refer to the pages "Abbreviations of Periodicals Indexed" to see abbreviations used for the various periodicals.
6. Refer to the pages "Periodicals Indexed" to determine the various periodicals that are indexed.

Prepare a transparency similar to the following sample page from Readers' Guide and discuss with the class the various entries on the right side of the page:

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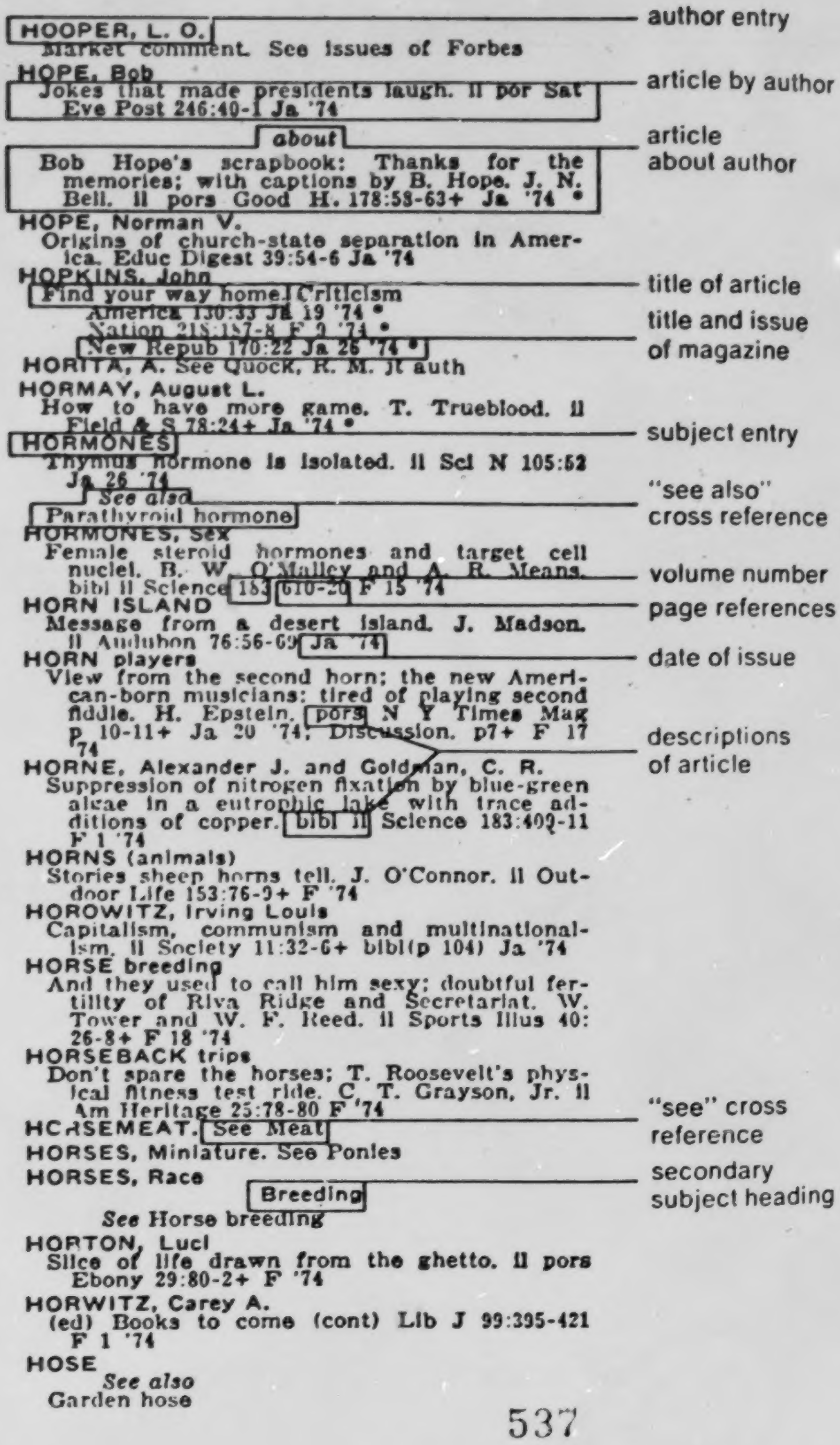
author entry
article by author
article about author
title of article
title and issue of magazine
subject entry
"see also" cross reference
volume number
page references
date of issue
descriptions of article
"see" cross reference
secondary subject heading

HOOPER, L. O.
Market comment. See issues of Forbes

HOPE, Bob
Jokes that made presidents laugh. il por Sat Eve Post 246:40-1 Ja '74

about

Bob Hope's scrapbook: Thanks for the memories; with captions by B. Hope. J. N. Bell. il pors Good H. 178:58-63+ Ja '74 •

HOPE, Norman V.
Origins of church-state separation in America. Educ Digest 39:54-6 Ja '74

HOPKINS, John
Find your way home. Criticism
America 130:33 Ja 19 '74 •
Nation 218:187-8 F 9 '74 •
New Repub 170:22 Ja 26 '74 •

HORITA, A. See Quock, R. M. jt auth

HORMAY, August L.
How to have more game. T. Trueblood. il Field & S 78:24+ Ja '74 •

HORMONES
Thymus hormone is isolated. il Sci N 105:52 Ja 26 '74

See also

Parathyroid hormone

HORMONES, Sex
Female steroid hormones and target cell nuclei. B. W. O'Malley and A. R. Means. bibl il Science 183:610-20 F 15 '74

HORN ISLAND
Message from a desert island. J. Madson. il Audubon 76:56-69 Ja '74

HORN players
View from the second horn; the new American-born musicians: tired of playing second fiddle. H. Epstein. pors N Y Times Mag p 10-11+ Ja 20 '74; Discussion. p7+ F 17 '74

HORNE, Alexander J. and Goldman, C. R.
Suppression of nitrogen fixation by blue-green algae in a eutrophic lake with trace additions of copper. bibl il Science 183:409-11 F 1 '74

HORNS (animals)
Stories sheep horns tell. J. O'Connor. il Outdoor Life 153:76-9+ F '74

HOROWITZ, Irving Louis
Capitalism, communism and multinationalism. il Society 11:32-6+ bibl(p 104) Ja '74

HORSE breeding
And they used to call him sexy; doubtful fertility of Riva Ridge and Secretariat. W. Tower and W. F. Reed. il Sports Illus 40:26-8+ F 18 '74

HORSEBACK trips
Don't spare the horses; T. Roosevelt's physical fitness test ride. C. T. Grayson, Jr. il Am Heritage 25:78-80 F '74

HORSEMEAT. See Meat

HORSES, Miniature. See Ponies

HORSES, Race

Breeding

See Horse breeding

HORTON, Luci
Slice of life drawn from the ghetto. il pors Ebony 29:80-2+ F '74

HORWITZ, Carey A.
(ed) Books to come (cont) Lib J 99:395-421 F 1 '74

HOSE

See also

Garden hose

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Prepare a list of current topics that should be found in Readers' Guide such as: inflation, sports, music, Panama Canal Zone, gun control, or food industry. Have each student select one topic to research using magazine articles mentioned in the guide. Assign a minimum of 3 to 5 reference sources, depending on how extensive a selection your library provides. Have them list the complete title of the article, the author, the magazine name and issue. They should also copy the first and last sentences of the article.

Refer to the Book Review section and locate some current, familiar authors whose books are reviewed (Issac Asimov, Erma Bombeck, Ruth Carter Stapleton, Richard M. Nixon).

CONTENT: Study Skills: Locating information

OBJECTIVE: The student will use a variety of materials to locate information.

SKILLS:

- Graphic materials
- Encyclopedia
- Almanac
- Dictionary
- Zip code book

ACTIVITIES 7-8

Reserve the library for one class period for each class.

Make a list of questions.

Ex.: Give the area code for St. Louis, Missouri.
What is the plural of datum?
Give the state motto of Texas.
Give three interesting facts about Thomas Jefferson.
Where is Glacier National Park?
Who was Willie Mays?
What part of speech is "aloof"?
What form of government is used in Japan?
Draw and color the flag of Italy.
Which is the correct spelling, connoiseur or connoisseur?
Define "mark twain."
Who said, "Give me liberty or give me death"?
What is the difference between rural and urban?
To which Indian tribe did Crazy Horse belong?
Write the last five lines of the sonnet by Emma Lazarus which appears on our Statue of Liberty?

Write each question on a 3 x 5 index card and place the cards in a box. Once in the library, allow each student to draw one card. He/she must locate the correct answer and record it and the source of information on an answer sheet. When each question is completed, the student returns the card to the box and draws another.

The student with the most correct answers at the end of the library period is the winner. The reward could be extra grade points. This would discourage sharing information.

CONTENT: Study Skills: Locating information

OBJECTIVE: The student will learn to use general reference books.

SKILLS:
- Parts of a book
- Report Writing
- Oral Presentation
- Oral book review
- Writing from an outline

ACTIVITIES 8-9

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1. In order for students to learn to use any book most effectively, the student must know where to locate information in a book.

Parts of a book

I. Preliminaries (numbered in Roman numerals)

   A. Title Page (first printed page)

      1. Full title
      2. Author's name
      3. Publisher's name
      4. Place of publication

   B. Copyright Page

      1. Year of publication (editions)
      2. Owner of copyright

   C. Preface (foreword, introduction, acknowledgement)

      1. Statement of intention and scope of the book
      2. Sometimes acknowledges aid in preparation

   D. Table of Contents: Summary table showing general divisions, units, or chapters of a book with page numbers

- E. List of illustrations: Maps, charts, diagrams, photos, drawings--with page numbers

II. Body of Book (text): Main section, numbered with Arabic numbers

III. Reference Matter

- A. Appendix: Supplementary section for extra information--may be maps or diagrams, letters, copies of official documents
- B. Glossary: Alphabetical list of technical, foreign, or special words with explanations or definitions.
- C. Bibliography
    1. List of books and/or articles containing additional material.
    2. May list works used *by* author in his preparation.
    3. May be list of works on some of the subjects dealt with in the book.
    4. Entries arranged alphabetically by author's last name.
- D. Index: Alphabetical list of topics appearing in a book and page or pages.

2. Check your library's holdings in the General Reference Section and make a list of books (or series) that you want your students to be able to use.

Examples: *Reader's Guide to Periodical Literature*
Essay and General Literature Index
Bulfinch's *Mythology*
Granger's *Index to Poetry*
Chicorel's *Theater Index to Plays*
Library of Literary Criticism
Current Biography
Who's Who in America
Who's Who

World Almanac
Education Index
Webster's Unabridged Dictionary
Familiar Quotations by Bartlett

3. Assign each student a General Reference Book (or series) to research. Have each student prepare a written report about his book using the outline on the parts of a book as a guide for organizing the report. (Of course all books will not have all of these parts.) To add interest, have each student locate some little known information found in his book and include it in his report.

4. Have the students present their reports orally so that other students can learn about the books. Prepare a list of the books to be reported on and require students to take notes on the kinds of information to be found in each. If possible, have these reports presented in the library so that the books can be used in the presentations.

5. Have students construct their own books which will include all the parts they have learned. The book will have a title and an appropriate arrangement of contents. A title might be *Who's Who in* _______ *Junior High School*.

PROOFREADING AND EDITING SKILLS

MANUSCRIPT FORM

SPELLING

USAGE

CAPITALIZATION/PUNCTUATION

ORGANIZATIONAL WEAKNESSES

CONTENT: Proofreading and Editing Skills: Manuscript form

OBJECTIVE: The student will proofread his own compositions giving attention to the appearance of the manuscript.

SKILLS:
- Indenting for paragraphs
- Margins
- Handwriting legibility

ACTIVITIES 6-7-8

To establish a pattern for manuscript form and to encourage general neatness in all written assignments, insist that students follow these suggestions.

1. Margins

   Each student will measure one inch on the left side of the page and one-half inch on the right. Draw vertical lines and cut out the center of the page leaving a "frame" for the composition. The students slips this frame over the page when copying the final draft of each writing assignment. This is an easy way to keep accurate, neat margins.

2. Indenting for paragraphs

   About one inch makes the intent of paragraph indentation unmistakable. Ask students to use a ruler or a small slip of paper one inch long to measure each time the space allowed for paragraphing.

3. Handwriting legibility

   For the first few writing assignments of the year and for several scattered ones during the year, ask students to exchange papers with a partner. As the working partners read each other's papers, they will circle in pencil any words they cannot read easily. When the paper has been returned to its author, these words, or the entire composition if it is in ink, will be recopied legibly.

   If you have students who still use capital letters indiscriminately or whose general handwriting is illegible, you may need to provide handwriting exercises such as those in the Writing Our Language series; Scott, Foresman and Company.

CONTENT: Proofreading and Editing Skills: Handwriting

OBJECTIVE: The student will give attention to manuscript form.

SKILLS: - Handwriting legibility

ACTIVITIES 6-7

Have students copy a seasonal poem of their choosing.

Let students use the following score sheet to check their own handwriting.

HANDWRITING SCORE SHEET

RULES	Write sentences here	SCORE_____
2 points for all letters on line	______________________________	
	______________________________	
1 point for closing letters a, d, g	______________________________	
3 points for even slant ////	______________________________	
	______________________________	
2 points for even height (arm)	______________________________	
2 points for not looping these letters d, t, i	______________________________	
	______________________________	
	______________________________	
	______________________________	

TOTAL SCORE_____

CONTENT: Proofreading and Editing Skills: Bibliography/footnotes

OBJECTIVE: The student will practice correct bibliographic and footnote form.

SKILLS:
- Application of rules for bibliographic and footnote form
- Capitalization and Punctuation
- Alphabetizing

ACTIVITIES 9

1. Teach correct bibliographic form using the material on pages 138-139, Basic Language VI. (Harper & Row) Have students write several examples on the board using their textbooks or other books and magazines in the room for material.

   (Handout Activity)

2. Although each entry below is in the correct order, there are capitalization and punctuation errors. Correct the errors and arrange the entries in alphabetical order under each heading.

Books

Hansberry. Lorraine A Raisin in the Sun. New York Random house 1959

_______________, To Be Young, Gifted and Black. Ed. Robert Nermiroff. englewood cliffs, n. J.: Prentice-Hall, 1969.

Campbell. Joseph. the hero with a thousand faces. Cleveland Meridrian Books 1956

wellman, Carl. Morals and ethics Glenview, ill.: Scott, foresman, 1975.

O'Neill, Nena, and george o'neill. Shifting Gears: Finding security in a changing world New York M. Evans, 1974

baugh, albert C., et al. a literary history of england, 2nd ed. new york: appleton, 1967

Periodicals

Green, Ranny. "Hydro Racing's Top Fans," seattle times magazine, July 29, 1973, page 5

Joseph, Gerhard J. Poe and Tennyson, *PMLA*, 88 May, 1973, pages 418-28

Ward, Herbert. "The tale of a tusk of ivory," *scribner's magazine*, november, 1890 pages 531-545.

Robinson, Lillian s. criticism--and self-criticism." College english, december, 1974, pages 436-45

"Commodities: Sweet and Sour." *time* December 1974

Stempel, Daniel "Angels of Reason: Science and Myth in the Enlightenment." *Journal of the History of Ideas*, June, 1975, pages 63-78

3. Review *footnote* form on pages 136-137, *Basic Language VI*.

4. Using the same entries in the order found on the handout, convert them to first reference footnotes selecting one page number for each. Number 1-12. Example:

    [1]Lorraine Hansberry, *A Raisin in the Sun* (New York: Random House, 1959), p. 100.

CONTENT: Proofreading and Editing Skills: Spelling

OBJECTIVE: The student will spell correctly words with vowel digraphs.

SKILLS:
- Phonetic skills - vowel digraphs
- Sentence development

ACTIVITIES 6-7-8

Give these instructions to your students

1. Memorize the spelling variants for vowel sounds.

ea
appearance
death
disappear
disease
instead
jealous
meant
pleasure
pleasant
measure
treasure
appeal

ai
acquaint
afraid
again
against
despair
prairie
raid
sail
bait
avail
villain

au
author
because
fault
restaurant

ou
bouquet
courage
route
detour
boulevard
courtesy
enough
coupon
tourist
group
trouble
rouge
souvenir

ia
allegiance
auxiliary
brilliant
diamond
parliament
especially
valiant

2. Write twelve sentences using words from the preceding lists. When you write the word, leave two blanks where the vowel digraph would appear. Ask another student in your class to fill in the blanks as they spell the words in your sentence.

CONTENT: Proofreading and Editing Skills: Spelling

OBJECTIVE: The student will pronounce multisyllabic words correctly.

SKILLS:
- Syllabication
- Pronunciation

ACTIVITIES 7-8

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1. Direct students to copy these words on their papers in two columns, dividing them into syllables. Tell them to listen for the primary accent as they pronounce each word softly to themselves. Write the accent pattern.

   Example: car-na-tion

   1. carnation
   2. astronaut
   3. charitable
   4. fraternity
   5. Veronica
   6. confusion
   7. aluminum
   8. Geraldine
   9. destruction
   10. mercilessly
   11. catalog
   12. courteously

   In multisyllabic words, there may be more than one accented syllable. Usually there is at least one unstressed syllable between the syllables that are accented.

2. Read aloud in turn sections from a literature, a social studies, or a science text. Apply the underlined clues to determine the pronunciation of new words.

Focus Scott Foresman and Company. page 92, 93

CONTENT: Proofreading and Editing Skills: Spelling
Written Composition: Expository paragraph

OBJECTIVE: The student will use holiday and seasonal words correctly in an expository paragraph.

SKILLS:
- Spelling from visual memory
- Capitalization
- Expository paragraph

ACTIVITIES 6-7

Talk to the class about how people celebrate special holidays such as Christmas, Hanukkah, Mother's Day, etc. There may be gift-giving, family dinners, singing appropriate songs, and decorations.

Go through a calendar and write all the marked events on the board. Tell the students to pick one holiday and plan to celebrate that day. Make a list of all the kinds of entertainment you might provide. Plan the food, the decorations, the guest list, and the activities.

When the lists are complete, have each student write a paragraph explaining the plans for that day. Tell them you plan to grade primarily on the use of correct spelling, capitalization, and punctuation.

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CONTENT: Proofreading and Editing: Spelling

OBJECTIVE: The student will use phonetic skills to spell and pronounce words in sentences.

SKILLS:
- Phonetic skills - vowel digraphs "ie", "ei"
- Pronunciation

ACTIVITIES 6-7-8-9

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1. Have your students memorize: "i" before "e" except after "c" or when sounded as /a/ as in "neighbor" and "weigh." Then apply the rule to the following vowel digraphs. Note exceptions.

ie spells /e/

field
yield
wield
shield
fiend
piece
niece
grief
thief
brief
chief
relief
shriek
priest
belief
siege
diesel
grieve
believe
achieve
retrieve
reprieve
medieval
hygiene
mischievous

ei spells /e/

sheik
seize
either
neither
leisure
protein
caffein
seizure

ei spells /a/ or /a/

weight
neigh
sleigh
eight
weight
freight
neighbor
rein
vein
veil
beige
feint
their
heir

ei before gn

reign
deign
feign
foreign
sovereign

When "c" spells /s/

ei
ceiling
conceit
deceit
deceive
perceive
conceive

Other sounds ie and ei spell

friend
view
review
pie
die
lie
tie
forfeit
counterfeit

When ci, ti, or si spells /sh/, e follows

species
ancient
conscience
efficient
sufficient
deficient
proficient
patient
quotient
transient

2. Put the following word pairs on the board and have the students write the correct spelling only.

1.	recieve	receive
2.	sieze	seize
3.	conceit	conciet
4.	view	veiw
5.	seige	siege
6.	shriek	shreik
7.	weird	wierd
8.	peirce	pierce
9.	ancient	anceint
10.	acheive	achieve
11.	cieling	ceiling
12.	receipt	reciept
13.	sieve	seive
14.	pateint	patient

3. Select several paragraphs from a story. Have the students read the material silently listing "ie" and "ei" words on paper. Go over the listed words orally having the students take turns telling how to pronounce each one. This is a good review of vowel digraphs and can be used several times during the year.

Kottmeyer, William, and Klaus, Audrey.
Basic Goals in Spelling,
New York: McGraw-Hill Book Company, 1976.

CONTENT: Proofreading and Editing Skills: Spelling

OBJECTIVE: The student will spell correctly frequently used school and community words.

SKILLS:
- Spelling school and community words
- Expository paragraph writing
- Oral reading

ACTIVITIES 7-8-9

Take your students on an imaginary spelling tour of your city or community. Use the school as a starting point. To increase interest you could post a city map (or draw a simple version of main traffic arteries and points of interest you want to mention in your tour) and point to each "tourist attraction" as it is mentioned in your "tour guide" spiel.

Have the students begin by numbering 1-10 on clean notebook paper. Tell them to write the name of each attraction mentioned in the order they are "visited."

Your tour may sound something like this:

> "We will begin our tour of 1. (Name of City) at beautiful 2. (Name of school) located at 1001 3. (Name of street). As we drive through this quiet, shady neighborhood we see the well-kept homes of the fine citizens of this lovely city. Soon we will be passing the 4. (Name of Church). This is one of the oldest buildings in town still in use. When we reach 5. (Name of street) we will be approaching the 6. (Name of shopping mall) which was constructed in 1974 and cost three million dollars. The beautiful area just ahead is the 7. (Name of park) which occupies 16 acres here in the center of town. In a few moments we will be crossing the 8. (Name of bridge) over the 9. (Name of river). After that we will return to the school by 10. (Name of street).

Let each student check the spelling on his own paper after you have listed the words correctly on the board.

Next, ask each student to compose his own spelling tour using "attractions" not mentioned in your presentation.

On the following day spot check the tours and have two or three good ones read in class following the same procedure of spelling the community words and checking later for corrections.

CONTENT: Proofreading and Editing Skills: Punctuation

OBJECTIVE: The student will recognize and use the comma correctly.

SKILLS:
- Uses commas with appositives
- Uses the comma with parenthetical expressions
- Uses the comma with nouns of address
- Uses the comma to avoid misreading

ACTIVITIES 6-7-8-9

---

1. Give the class simple sentences as a group, add appositives, nouns of address, etc. (Be sure to teach only one skill at a time.)

Example: Appositive - My uncle took me to the store.
My uncle, the electrician, took me to the store.

Nouns of address - Come here.
John, come here.

Later, read and discuss the possible answers. Stress the voice change where the commas are placed.

2. Prepare short story worksheets without commas. The stories must be read out loud for students to see that commas are placed in sentences sometimes to avoid misreading. Ask students where they would place the commas. After the sentences have the commas properly inserted, have students reread their stories, pausing at commas.

3. To establish a purpose for commas, distribute sentences whose meaning is changed when punctuation is added.

Example: The teacher said the principal was not very good looking.
"The teacher," said the principal, "was not very good looking."

I don't want to eat Mother!
"I don't want to eat, Mother!"

Put the cookie down John.
"Put the cookie down, John!"

Have the students write their own tricky sentences to try out on their classmates.

CONTENT: Proofreading and Editing Skills: Capitalization and punctuation

OBJECTIVE: The student will demonstrate knowledge of capitalization and punctuation usage by composing original sentences.

SKILLS:
- Capitalization
- Punctuation
- Sentence development

ACTIVITIES 7-8

This exercise can be used as a pre-test of writing mechanics or as a review. Make a list of questions that require using capitalization and punctuation in the answers. Instruct the students to answer in complete sentences. Sample questions might be as follows:

1. Where do you live?
2. Who are your principals?
3. Who is your homeroom teacher?
4. Name three things you like to eat.
5. What courses do you take?

Complete the exercise by having volunteers write one sentence at a time on the board. With the class edit each sentence and give the students the opportunity to check their own papers and correct any errors before handing them in.

CONTENT: Proofreading and Editing Skills: Capitalization and punctuation of titles of works of art and musical compositions

OBJECTIVE: Students will use capital letters and underlining appropriately with titles of works of art and long musical compositions.

SKILLS:
- Capitalization
- Punctuation; underlining and quotation marks
- Expository paragraph
- Locating information

ACTIVITIES 6-7-8-9

From the art teacher or the library borrow prints of famous works of art. Post them with the title of each on the bulletin board. If you cannot locate prints, borrow several art books from the library and arrange them on a table with each open to a well-known masterpiece.

After the students have had the opportunity to examine the pictures carefully, tell them to write down the title of the one they like best.

The next step is to have the students write a short paragraph explaining why this particular work of art is their favorite. Review with them the capitalization and punctuation rules for writing titles within a composition.

This activity can be repeated using recordings of long musical compositions. Write the name of the composition on the board and then play an excerpt. Let each student choose a favorite from four or five samplings and write a paragraph explaining why.

Several days later write the names of the artists and musicians on the board. For homework assign research on the works of the student's favorite artist and musician. When the research has been completed, let the students use their notes to complete a chart such as this:

Artist	Works	Musician	Works

CONTENT: Proofreading and Editing Skills: Punctuation

OBJECTIVE: The student will apply punctuation rules as he writes sentences which include titles.

SKILLS:
- Colon with Bible chapters and verse
- Semicolon between series of items containing commas
- Underlining titles of works of art, long musical compositions and motion pictures
- Underlining names of ships, trains, and airplanes
- Quotation marks with titles of radio and television programs and songs
- Narrative Composition

ACTIVITIES 8-9

Assign as homework:

1. Read the book Ruth from the Bible.
2. Cite the book in the Bible, chapter, and the verse where the character Ruth is first mentioned. Remember to place the colon and the comma correctly.
3. In class suggest titles of an oil painting, a long musical composition, and a movie about the events and characters in the book of Ruth. Instruct the students to use these in three separate sentences, remembering that each title should be underlined.
4. Write a modern version of the story of an orphan who returns to her home, prepares herself for a career, and becomes an executive for an important company. Have her travel by train, ship, and airplane, remembering to underline each as you mention them in sentences.

    Examples would be: Air France, Swissaire, Eurail

    She should appear on television and be heard on the radio. She might be introduced by the song "I Am Woman." Use quotation marks for these last three.

CONTENT: Proofreading and Editing Skills: Usage

OBJECTIVE: The student will use correctly formed negative statements.

SKILL: - Uses correctly formed negative statements (refers to double negatives)

ACTIVITIES 6-7

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1. Dramatize with puppets or students a skit modeling correctly formed negative statements. For example:

   Customer: Do you have any bananas, sir?
   Storekeeper: I'm sorry. I do not have any bananas.
   Customer: I'm a little hard of hearing. What did you say?
   Storekeeper: I have none.
   Customer: Did you say you have one?
   Storekeeper: I do not have one. I have no bananas.
   Customer: Oh, well I will take some apples.
   Storekeeper. I don't have any apples. I have no bananas and no apples.
   Customer: You don't have any bananas? You don't have any apples? Then I will buy nothing!

   As a fun follow-up to this activity, play the record, "Yes, we have no bananas."

   Call the students' attention to the negative words used and the need for avoiding double negatives such as We don't got no bananas.

2. Play "I Don't Have Any." Ask students questions requiring negative responses. Silly questions might be used such as:

   a. How many gray hairs do you have?
   b. How many children do you have?
   c. How many times have you been married?
   d. How many pieces of gum do you have in your mouth?
   e. Boys: How many hair ribbons are in your hair?

   Students may ask the questions once they get the idea.

3. Put incorrectly formed negative statements in a black pot or bulletin board pocket shaped like one. Make a caption for the pot:

   "Double! Double! Toil and trouble!
   Don't let the witch's brew trick you!"

   Students draw out an incorrectly formed negative statement and say it correctly.

CONTENT: Proofreading and Editing Skills: Usage

OBJECTIVE: The student will use standard English patterns.

SKILLS:
- Verb principal parts
  - Present
  - Past
  - Past participle

ACTIVITIES 6-7-8

1. On 2" x 3" cards write a verb and suggest a principal part, past or past participle, to be used. (Example: "past of to burst") Make as many cards as are needed. Keep a list of the verbs and their principal parts.

2. Put the cards in a container.

3. Divide the class into two teams, and have each team choose a pitcher, who may be changed each inning, and a captain. The captains seat their teams in batting order.

4. Decide which team bats first, and designate home plate and first, second, and third base points in the room.

5. The first batter is sent to home plate. The opposing pitcher, at his designated mound, chooses a card from the container in which the cards have been kept. He reads the card to the batter in a loud, clear voice.

6. The batter gets to first base if he names the correct principal part read by the pitcher. To get to second, he must name all the principal parts of the "pitched" verb. A three-base hit is obtained with the first and second base requirements, and the batter in addition must use the "pitched" principal part correctly in a sentence. Someone else on his team must force the run home.

7. An out is recorded for the team if the batter names the incorrect principal part, or, if a time limit is given in which to name the verb, he goes beyond the allotted time. The batter is allowed, however, to go as far as he correctly answers without being called out.

8. Continue scoring runs until the team has three outs. The competition stops when the teacher decides after each team has had equal opportunities at bat.

CONTENT: Proofreading and Editing Skills: Usage; pronouns

OBJECTIVE: The student will practice standard pronoun usage in speaking and writing.

SKILL: - Pronoun case

ACTIVITIES 8-9

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1. Make a chart of the personal pronouns

	Nominative	Objective	Possessive
Singular	I	me	your
	you	you	my
	he	him	his
	she	her	her
	it	it	its
Plural	we	us	our
	you	you	your
	they	them	their

2. Fill in the blanks with an appropriate pronoun.

   1. I loaned ________ ink pen.
   2. You should be building ________ collection of books.
   3. He keeps ______ desk in order.
   4. She learned _______ lesson.
   5. We packed ________ lunch early.
   6. They took _________ swimming lessons.

3. Copy these sentences replacing nouns with pronouns when appropriate.

   1. Ancients who found gold treasured gold.
   2. Gold is not the rarest nor is gold the most valuable metal.
   3. Gold is part of the foundation of trade and commerce.
   4. When gold is pure, gold is said to be 24 carats.
   5. Heavy gold is concentrated in stream beds.

CONTENT: Proofreading and Editing Skills: Pronouns

OBJECTIVE: The student will use correct agreement between pronouns and antecedent.

SKILLS:
- Pronoun and antecedent agreement
- Pronoun case

ACTIVITIES 7-8

1. The student uses magazines to find various pictures. He then cuts out appropriate pronouns and uses these pronouns in a sentence to express an idea from the picture.

he	He is hitting the ball.
him	The boy's father is watching him.
his	

2. For a given period in English class, the students are not to use pronouns. They must repeat the noun each time they speak. This is a good introduction to a review of pronouns.

   Later, you might assign a narrative paragraph in which the author can use no pronouns. When the paragraphs are complete, select two or three to be copied on the board. With the class decide where pronouns should be substituted for nouns. Remind the students that indefinite pronouns are treated as singular forms.

   Ex: All the students may do what all the students please after the assignment is completed.

   Everybody may do what he pleases after the assignment is completed.

CONTENT: Proofreading and Editing Skills: Comparative and Superlative Adjective Forms

OBJECTIVE: The student will use comparative and superlative adjective forms.

SKILLS:
- Parts of speech (adjectives)
- Spelling
- Usage of comparative and superlative adjective forms

ACTIVITIES 7-8-9

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1. a) Give out paper.

   b) Have students divide paper into three segments of six inches each.

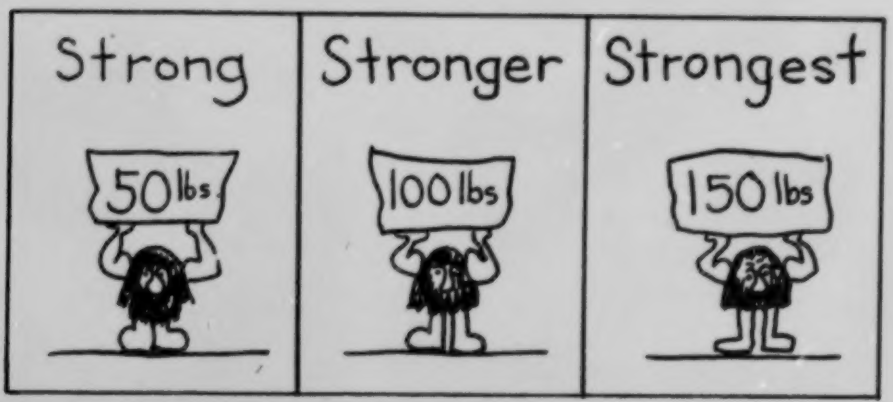
   c) Assign each student an adjective from a written list (for example, happy, slim, sad, fast, wet, tall, good, beautiful, etc.).

   d) Have the student write and draw a picture depicting the adjective on the first segment of the paper.

   e) Have student do the same for the comparative form on the second segment.

   f) Have student repeat the procedure on the third segment for the superlative form of the adjective.

Ex.:



2. When the cartoons are complete, have each student write three sentences, one for each panel of his cartoon.

Ex.:
1. Mighty Mite was so strong he could lift a fifty pound block.
2. Mightier Mite was stronger and could lift one hundred pounds.
3. Mightiest Mite was the strongest Mite of all because he can lift one hundred and fifty pounds.

CONTENT: Proofreading and Editing Skills

OBJECTIVE: The student will form verbs which agree with their subjects.

SKILL: - Subject-verb agreement

ACTIVITIES 7-8-9

Cut out an eight inch "S". Make twelve word cards, six with nouns and six with verbs. Leave off a final "S". Now show that there can be only one "S" between the subject and verb. (If the subject has an "S", the verb doesn't.)

1. Pass out the noun (subject) cards.
2. Pass out the verb cards
3. Give the S to a student
4. Ask each of the "nouns" to select a "verb" and stand next to it.
5. Let the "S" person stand after the subject and have the sentence read.
6. Have the "S" person stand next to the verb, and again read the sentence.
7. Continue until all sentences have been read with the "S" appearing alternately after the subject and then after the verb.

Ex.:

1. friend know
2. stranger ask
3. athlete train
4. plane leave
5. engineer build
6. American salute
7. team win

CONTENT: Proofreading and Editing: Misplaced Modifiers

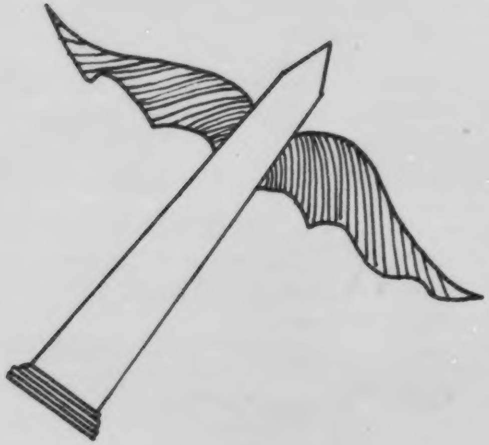
OBJECTIVE: The student will recognize and correct "dangling" or misplaced modifiers in own composition

SKILLS:
- Verbal phrases
- Prepositional phrases
- Sentence manipulation

ACTIVITIES 8-9

Write several sentences with misplaced or "dangling" modifiers on the chalkboard. Ask the students to copy them and to draw a cartoon for each illustrating the literal (ridiculous) meaning of the sentences as they are written.

Ex.: 1. Flying over Washington D.C., the Washington Monument came into view.
2. The cause of this accident was a guy in a little car with a big mouth.



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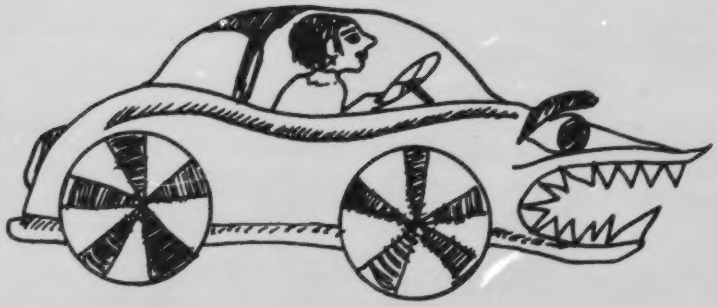

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Have the students explain the cartoons by explaining the error in the sentence. For instance: "flying over Washington, D.C." has nothing in the main clause to modify except "Washington Monument." Therefore, the sentence actually means that the monument is flying.

When the cartoons have been shared and enjoyed, ask the students to correct the original sentences.

Ex.: 1. While we were flying over Washington, D.C., the Washington Monument came into view.

2. The cause of the accident was a guy with a big mouth who was driving a small car.

Other sentences that could be illustrated easily are:

1. A red boy's sweater was found in the hall.
2. Hanging from the ceiling I noticed a huge chandelier.
3. I scrubbed the garage with my brother.
4. My father shot an elephant in his pajamas.

CONTENT: Proofreading and Editing

OBJECTIVE: The student will identify usage, capitalization, punctuation, and spelling errors in composition.

SKILLS:
- Usage
- Capitalization
- Punctuation
- Spelling

ACTIVITIES 7-8

Duplicate or write on the chalkboard the following excerpt from A Kingdom in A Horse by Maia Wojeiechowska. "Flowers for Algernon" or "Across Five Aprils" also contain passages suitable for correction.

> It was a real bueatiful walk. The path was not to shadey, and the wunderful foliage was green. As sarah and gypsy walked to the top of the hill she knew its real important not to show fear to her horse. Sarah had reade a book, Care for Horses, and Lee Earl had learned her good two. Sarah try to here everything that Lee Earl suggest.

Have the students make a four column chart on a page and list all errors in the proper category.

Ex.:

Spelling	Usage	Punctuation	Capitalization
bueatiful	real	hill, she	sarah

When the charts have been compared and errors identified, have the students complete the exercise by writing the paragraph correctly.

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CONTENT: Proofreading and Editing: Completing fragments

OBJECTIVE: The student will recognize and complete sentence fragments.

SKILLS:
- Completes fragments
- Capitalization and punctuation
- Sentence expansion

ACTIVITIES 7-8-9

Start the activity by displaying a NO SMOKING sign and an APARTMENT FOR RENT sign. Ask the students to tell what the signs would say if they had been written in complete sentences. Then ask for volunteers to contribute other abbreviated communications used as signs. Write them on the board. Your list might include these:

1. Out of Order
2. On the Air
3. Open 24 Hours
4. Sorry, Full (parking lots)
5. Quite, Please: Hospital Zone
6. Other Door
7. In Person: Johnny Cash
8. Slow. School Zone

Ask students to make a complete sentence by supplying the missing words. You can extend the exercise by asking them to identify the parts of the sentence they have added.

CONTENT: Proofreading and Editing Skills: Usage, Writing Mechanics, Spelling, Organization

OBJECTIVE: Students will proofread and suggest corrections to compositions other than their own.

SKILLS:

- Detecting organizational weaknesses
- Writing mechanics
- Spelling
- Usage
- Completing fragments
- Correcting comma splices

ACTIVITIES 9

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1. Choose three students who had the fewest errors and the overall best papers on the previous theme assignment. Ask the students to:

   a. participate as part of a WRITING LAB by proofreading and making corrections on a portion of the themes written by other classmates.

   b. meet individually with each student whose paper the writing lab participant proofread and corrected.

   c. recommend changes and corrections to these students and explain all criticism.

   This activity requires class time to set up actual conferences between students and writing lab participant. It requires time for the students who have had their papers proofread to rewrite with corrections they choose to make.

2. After the teacher grades the themes, a day is set aside for the teacher, students, and writing lab participants to check the remaining errors to ascertain why these errors were overlooked.

   * There is a secondary critical skill developed by the student who must decide what suggestions and corrections to use in his rewriting.

CONTENT: Study Skills: Organizing Information

OBJECTIVE: The student will select and limit a topic.

SKILLS:
- Selects and limits topics
- Uses topic outlining

ACTIVITIES 6-7-8

1. Ask the children to name some large categories such as furniture, animals, sports, etc. List them across the top of the chalkboard. Then choose one category with which to work and break it down into smaller and smaller categories.

   Example: Animals

   - Wild
     - tigers
     - lions
     - leopards
   - Tame
     - cats
     - dogs
     - parrots

2. Introduce outlining using Roman numerals, letters, etc. Choose a topic, such as an American hero, and fill in the outline skeleton.

   Hero

1. Early life	II. Later life	III. Part in American Revolution
A.	A.	A.
B.	B.	B.
C.	C.	C.

3. Have each child choose a topic of interest and get appropriate books from the library. After looking through the table of contents of each book, he may make up a list of the information available on his chosen subject. From this list, the student should choose one or two topics of most interest to him.

Example: Sun

Makeup of the sun
Solar eclipses
Sun spots
Superstitions about eclipses
Sun gods and worshippers

If the student decides he is most interested in superstitions, he will then read all the information about this topic and write his paragraph or theme.

CONTENT: Proofreading and Editing Skills

OBJECTIVE: The student will edit paragraphs by deleting non-supporting sentences.

SKILL: Edits paragraphs by deleting non-supporting sentences

ACTIVITIES 6-7

1. Give students a paragraph related to a single topic. In each paragraph have one or more irrelevant sentences. The student draws a line through the non-supporting sentence.

   Example: On Sunday, we go to church. We come home, eat lunch, and rest for a while. Sometimes we go for a drive. At night we go back to church. On Saturdays we work.

   I like comedians. Bob Hope is my favorite commedian. I also like Red Skelton, Jack Benny, Bud Abbott, and Lou Costello. I like detectives, too.

2. Have students outline what they have written to check for overall organization. In each paragraph that the student has written, the main idea and supporting details should be noted. Delete any information which does not contribute to the main idea.

3. Conduct writing conferences with students. During the conference encourage students to read their manuscripts. Stimulate the students to expand vocabulary, combine sentences, develop paragraph unity, include beginnings, middles, endings or refine any other aspect of the writing that will clarify or enrich meaning.

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CONTENT: Proofreading and Editing: Deleting irrelevant sentences
Written Composition: Expository or descriptive paragraph with topic sentence and details

OBJECTIVE: The student will write a paragraph from a topic sentence with three "key words" or ideas.

SKILLS:
- Expository or descriptive paragraph
- Topic sentence
- Key words
- Proofreading and editing skills
- Deleting irrelevant material

ACTIVITIES 8 - 9

Draw a large tic-tac-toe diagram on the board. Give the students one general topic related to school activities or holidays.

ex.:
1. Homework
2. Mardi Gras
3. Pep rally
4. Literary

Ask the students to give one-word impressions related to the chosen topic. Write these impressions in the squares in random order.

ex.: Homework

boring	hard	school
headaches	sick	dangerous
punishment	help	groan

The students now choose three of the nine words going in vertical, horizontal, or diagonal direction. These three words are then used in a topic sentence about homework, and the remainder of the paper must discuss only those three ideas. No other ideas may be used.

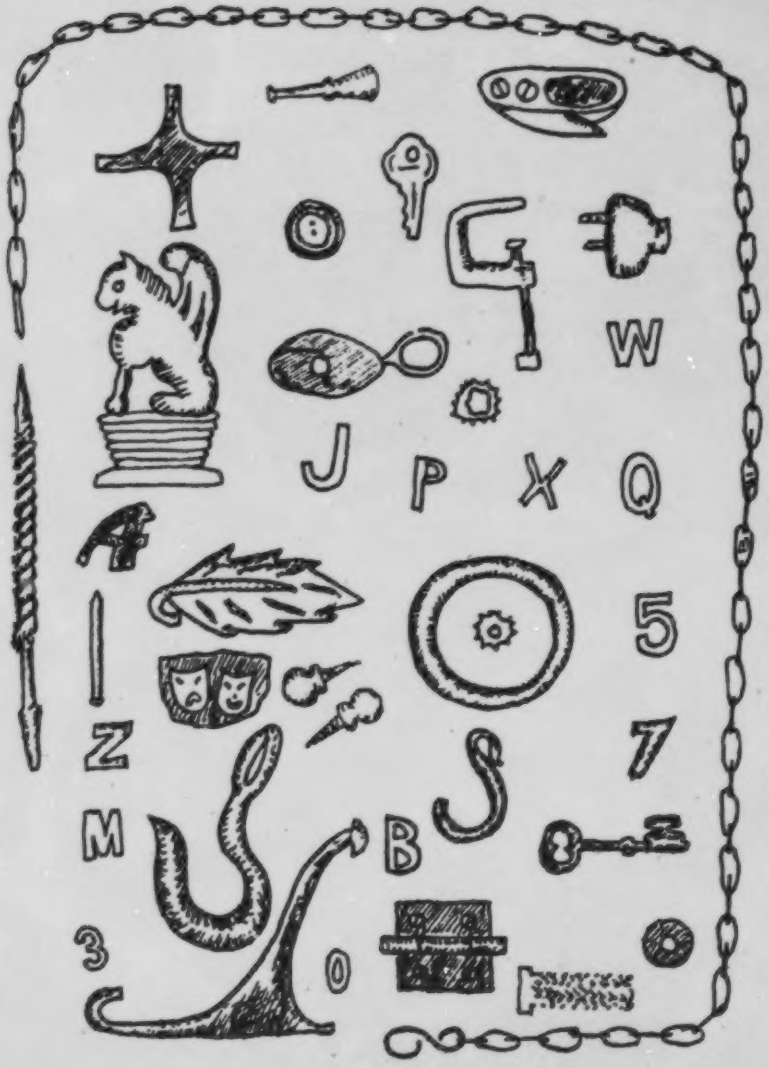
Example topic sentences

1. When I think of homework, I think of dangerous, sick headaches.

2. When I am doing my boring homework, I groan until I am sick.

When the paragraphs are completed, have the students exchange papers to check for irrelevant details. Any ideas that deviate from the three limiting words will be considered irrelevant.

READING SKILLS CONTINUUM
GRADES 6 -9


W
J
P
X
Q
5
Z
7
M
B
3
0

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 6-9

	INTRO. LEVEL	6	7	8	9
Uses phonic analysis for the association of sounds with consonants and vowels					
1. Silent letters	*4	***			
2. Variant sounds of "ea"	*4	***			
3. Variant sounds of "y"	*4	***			
Uses structural analysis to identify the meaning units in words and to increase vocabulary					
1. Prefixes					
a. non, com, bi, super, pro, inter, trans, post, per, de, bi	*5	**	***		
b. en, im, ad, ab, an, co, contra, tele		*	**	***	
c. anti, ante, astro, fore, scrib, over, out, uni			*	**	***
d. centi, counter, dec, duo, hydro, hydra, hydr, intra, octa, quad, quart, sept. sex				*	**

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 6-9

	INTRO. LEVEL	6	7	8	9
2. Suffixes					
a. able, age, y, ment, ty, th, al, ist, ive, ize, ur, ion, tion	*4	***			
b. ish, ant, ent, ance, ence, ten, eous, our, ie, ible, ious, ation		*	**	***	
c. hood, ian, ic, ity, ure, gram, graph, phone, some			*	**	***
d. logy, logist, ship, ward				*	**
3. Variant endings: s, es, ed, ing	*2	**	----	----	----
4. Compound words: ex. ice cream (open), daylight (closed), sister-in-law (hyphenated)	*1	**	----	----	----
5. Contractions: I'm, he's, can't, etc.	*2	**	----	----	----
6. Possessives: ex. boy's (singular), boys', (plural)	*1	**	----	----	----
7. Root words: ex. porter, kindest, careful	*1	**	----	----	----

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 6-9

	INTRO. LEVEL	6	7	8	9
8. Plurals: ex. boys (regular), men (irregular)	*1	**	----	----	----
9. Syllabication: ex. per-haps, ma-ple	*3	**	----	----	----
10. Accent: ex. Pi'lot, be-cause'	*3	**	----	----	----
Uses context clues to extract word meaning: ex. definition, synonym, summary, or example	*1	**	----	----	----
Uses synonyms, antonyms, homonyms	*1	**	----	----	----
Recognizes and understands the vocabulary unique to a particular content area	*4	**	----	----	----
Understands the denotative and connotative meanings of words	*5	**	----	----	----
Applies knowledge of word origins (etymology) for more complete understanding of terminology		*	**	----	----
Demonstrates literal comprehension in oral and silent reading					
1. At reading grade level 4.9		***			

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADE 6-9

	INTRO. LEVEL	6	7	8	9
2. At reading grade level 5.5			***		
3. At reading grade level 6.0				***	
4. At reading grade level 6.5	*1				***
Demonstrates through oral reading an understanding of the relationship of punctuation to meaning	*1	**	-----	-----	-----
Locates and recalls details of paragraphs and stories	*1	**	***		
Recognizes and recalls the pattern and sequence of ideas					
1. Chronological					
a. Beginning to end (history texts)	*4	**	-----	-----	-----
b. Reverse order (fifth, fourth, third)	*4	**	-----	-----	-----
c. Flashback - climax given first, followed by a beginning to end sequence	*4	**	-----	-----	-----

* Intro[illegible]ced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 6-9

	INTRO. LEVEL	6	7	8	9
2. Spatial (descriptive) order - pattern of discussion is from area to area	*5	**	----	----	----
3. Expository order - unifying factors are ideas and/or facts. Expository writing can be organized in the following kinds of patterns:					
a. Cause to effect	*1	**	----	----	----
b. Effect to cause	*1	**	----	----	----
c. General statement to factors or details (deduction)					*
d. Details to general statement (induction)					*
Finds the main idea to paragraphs or stories by:					
1. Selecting the appropriate title	*1	***			
2. Selecting topic sentences	*2	**	----	----	----
3. Selecting key words in sentences and paragraphs			*	**	**

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 6-9

	INTRO. LEVEL	6	7	8	9
4. Summarizing	*4	***			
Follows oral and written directions	*1	**	----	----	----
Perceives literal and implied relationships					
1. Comparison/contrast	*4	**	----	----	----
2. Cause and effect	*1	**	----	----	----
3. Setting/situation	*4	**	***		
4. Analogies	*4	**	***		
Detects inferences of time and place, mood, and motive of character	*4	**	***		
Induces theme					*
Draws conclusions and makes generalizations	*1	**	----	----	----

* Intr[illegible]ed
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 6-9

	INTRO. LEVEL	6	7	8	9
Predicts outcomes	*1	**	-----	-----	-----
Recognizes and has experiences in reading various types of literature	*1	**	-----	-----	-----
Recognizes and understands figurative expressions in oral and written language					
1. Simile		*	**	-----	-----
2. Metaphor	*4	**	-----	-----	-----
3. Personification	*4	**	-----	-----	-----
4. Hyperbole				*	**
5. Apostrophe					*
Recognizes and understands the use of language to achieve a special purpose					
1. Satire			*	**	-----

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 6-9

	INTRO. LEVEL	6	7	8	9
2. Irony			*	**	-----
3. Onomatopoeia			*	**	-----
4. Alliteration					*
5. Assonance					*
6. Rhyme and meter			*	**	-----
7. Dialects, idioms, and colloquialisms			*	**	-----
Recognizes and understands the elements of plot structure				*	**
Recognizes and understands the relationship of the author's point-of-view to the development of a literary selection	*4	**	-----	-----	-----
Recognizes the author's intent to inform, entertain, or persuade				*	**

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 6-9

	INTRO. LEVEL	6	7	8	9
Detects the use of propaganda techniques such as:	*5	**	***		
1. Bad names - expressions, the connotations of which are unpleasant. They are used to incite hate, cause fear, dislike or distress. (communist, cheap, rat, etc.					*
2. Glad names - expressions with pleasant connotations used to convince others of our opinions or to sway their thinking. (Smooth, economical, slim, glamorous, etc.)					*
3. Testimonial - a tribute given to a person's or a thing's service or achievement. In advertising, the testimonial is often given by a glamorous movie star or a famous athlete.					*
4. Transfer - a technique whereby a highly regarded symbol, person, or concept is in some manner related to an idea or products for purposes of selling. For example, a picture of a particular person might attract us to a magazine, car, etc.					*
5. Plain folks - playing up the "average person" image in order to sell a product or an idea. The politician often dresses as the "working man" does or kisses babies in crowds.					*
6. Card stacking - giving only one side of an issue for purposes of gaining support or achieving a goal					*
7. Bandwagon - with this technique the appeal is to "join the crowd" because "everybody is doing it."					*
Distinguishes between fact and opinion	*3	**	-----	-----	-----
Judges the authenticity of a source of information					*

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 6-9

	INTRO. LEVEL	6	7	8	9
Judges the success of the author's style and emotional appeal in accomplishing his purpose			*	**	-----
Recognizes fallacies of reasoning in reading materials				*	**
1. Mistaken causal relationships					*
2. Statistical fallacy					*
3. Oversimplification					*
4. Stereotyping				*	**
5. Ignoring the question					*
6. Begging the question					*
7. Hasty generalizations					*
Synthesizes from material read					

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 6-9

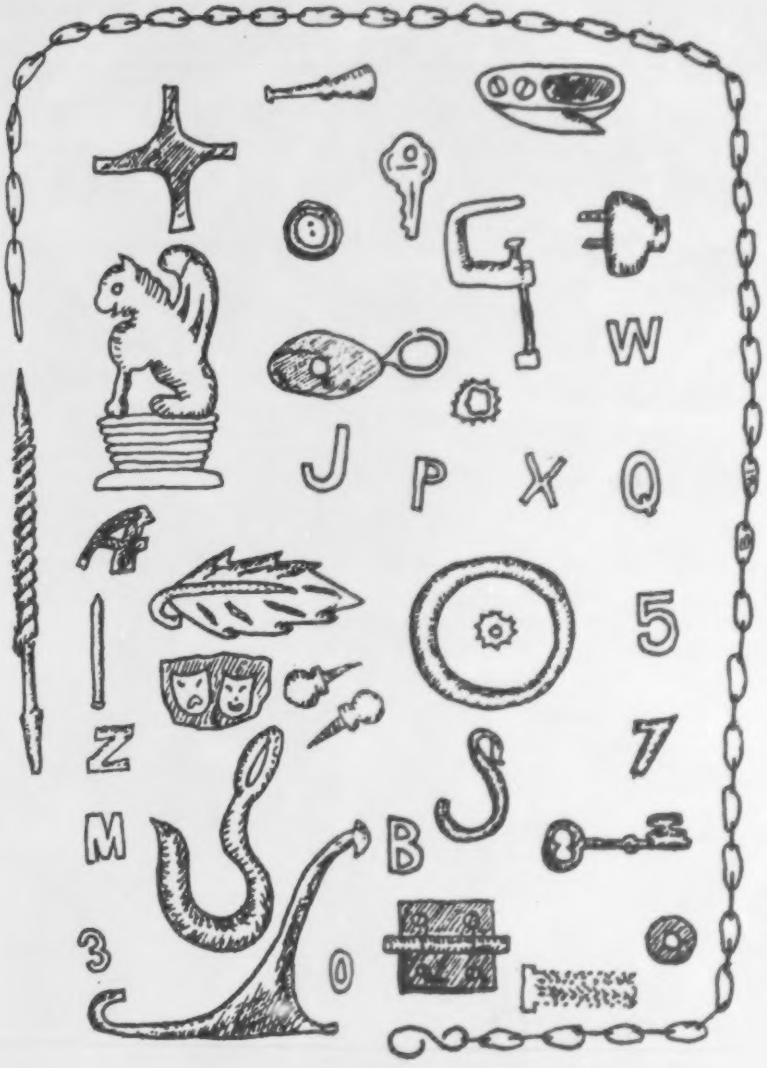
	INTRO. LEVEL	6	7	8	9
1. Extends generalizations beyond sources					*
2. Hypothesizes					*
3. Suggests alternatives					*
4. Produces a unique communication					*
5. Produces a plan of operation					*
Uses study skills					
1. Extracts needed information from a book by using:					
a. Table of contents, index, glossary	*4	**	----	----	----
b. Footnotes			*	**	-----
2. Adjusts reading rate to materials and purposes			*	**	-----

* Introduced
** Ongoing
*** Mastered

READING SKILLS CONTINUUM, GRADES 6-9

	INTRO. LEVEL	6	7	8	9
3. Reads, understands, and uses grapic materials -- maps, globes, charts, graphs, cartoons	*1	**	----	----	----
4. Uses library resources efficiently to obtain information and for recreational reading selection	*3	**	----	----	----
5. Uses unabridged dictionary		*	**	----	----
6. Uses thesaurus and almanac			*	**	----
7. Completes an outline	*3	***			
8. Uses note taking skills	*5	**	----	----	----
9. Skims and scans reading materials	*4	**	**	***	----
10. Applies SQ3R study technique (survey, question, read, recite, review) to everything he reads, except when reading for pleasure	*4	**	**	***	----

WRITING SKILLS CONTINUUM
GRADES 6 - 9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* Introduced
** Ongoing
*** Proficiency

WRITING SKILLS CONTINUUM, GRADES 6-9

TYPES AND FORMS OF WRITING	INTRO. LEVEL	6	7	8	9
Writes a paragraph employing the sense of sight, sound, touch, smell, or taste		*	**	***	
Employs the five senses in a three to five-paragraph essay				*	**
Writes a paragraph describing a specific emotion	*4	**	**	***	
Writes a paragraph describing people or animals	*4	**	**	***	
Writes a paragraph describing a picture or a series of pictures using either facts or opinions	*4	**	----	----	----
Writes a paragraph using either subjective or objective description		*	**	**	**
Uses figurative language in simple description	*5	**	----	----	----
Writes effective similes and metaphors and uses personification	*5	**	----	----	----
Summarizes a story in appropriate sequence (orally)	*1	**	***		
Writes a story using ideas from pictures or other stimuli	*1	**	----	----	----

* Introduced
** Ongoing
*** Proficiency

WRITING SKILLS CONTINUUM, GRADES 6-9

TYPES AND FORMS OF WRITING	INTRO. LEVEL	6	7	8	9
Writes simple summary from oral presentation of story	*2	***			
Writes endings for stories presented by teacher	*2	***			
Expands known stories by adding character or conflict or by changing settings or endings (orally)	*3	**	----	----	----
Rewrites stories by adding characters or changing plots or endings	*5	**	**	***	
Creates simple stories (orally)	*1	***			
Writes stories about imaginary animals, people, objects	*2	**	----	----	----
Writes one or more sentences establishing the setting of a story	*1	**	----	----	----
Writes autobiographical sketches	*2	**	----	----	----
Writes a story with a plot, characters, and dialogue	*3	**	----	----	----
Writes short plays, puppet plays, vignettes, skits, film scripts or TV scripts	*5	**	----	----	----

* Introduced
** Ongoing
*** Proficiency

WRITING SKILLS CONTINUUM, GRADES 6-9

TYPES AND FORMS OF WRITING	INTRO. LEVEL	6	7	8	9
Writes a narrative paragraph using chronological order		*	***		
Tells about a personal reaction to a book	*1	**	----	----	----
Writes a personal reaction of one paragraph about a book	*4	**	***		
Writes about personal experiences (e.g., trips, family life)	*3	**	----	----	----
Collects three to five facts on a selected topic and composes a report (orally)	*3	***			
Writes two to five sentences using facts about an event or area of interest (e.g., class newspaper, biographies, content area material, etc.)	*3	**	***		
Writes an account of an event from a simple outline with at least two main sections	*4	**	***		
Writes brief reports based on interviews	*4	**	***		
Composes a simple news item	*4	**	**	**	***
Writes a topic sentence and develops a short expository paragraph of three to five sentences	*3	**	***		

* Introduced
** Ongoing
*** Proficiency

WRITING SKILLS CONTINUUM, GRADES 6-9

TYPES AND FORMS OF WRITING	INTRO. LEVEL	6	7	8	9
Writes a three to five paragraph theme from a given topic		*	**	-----	-----
Develops a three to five-paragraph theme from an introductory paragraph		*	**	-----	-----
Writes a three to five-paragraph expository theme on own topic				*	**
Gives directions to locate familiar places	*K	**	-----	-----	-----
Explains how to perform certain tasks (orally)	*K	**	-----	-----	-----
Writes a paragraph explaining a process (e.g., recipes, directions)	*3	**	**	***	
Writes a three to five paragraph explanation of a process (e.g., recipes, directions)				*	**
Writes interpretations of old sayings, proverbs, adages, etc.	*5	**	-----	-----	-----
Writes interpretive paragraphs from pictures, political cartoons, etc.				*	**
Writes a three to five-paragraph analysis of a written work					*

* Introduced
** Ongoing
*** Proficiency

WRITING SKILLS CONTINUUM, GRADES 6-9

TYPES AND FORMS OF WRITING	INTRO. LEVEL	6	7	8	9
Writes lists of related items (categorizing)	*1	***			
Writes thank-you notes, invitations, friendly letters, post cards	*2	**	**	***	
Completes order blanks	*2	**	***		
Completes job applications	*5	**	----	----	----
Completes social security forms, checks, driver's license application	*5	**	**	***	
Takes notes from a written source, lecture, visual source		*	**	----	----
Writes precis					*
Expresses opinions and viewpoint (orally)	*K	**	----	----	----
Expresses a viewpoint, using three to five supporting ideas (i.e., cites opinions or facts)	*5	**	***		
Distinguishes between facts and opinions in own written reports	*4	**			

* Introduced
** Ongoing
*** Proficiency

WRITING SKILLS CONTINUUM, GRADES 6-9

TYPES AND FORMS OF WRITING	INTRO. LEVEL	6	7	8	9
Writes two to three paragraphs stating opinions on literary subjects, class discussions, school related issues, etc.			*	**	----
Writes paragraph using techniques of propaganda			*	**	----
Writes persuasive letters (e.g., letters to editors, letters of complaint)			*	**	----
Writes a three to five-paragraph persuasive paper					*

* Introduced
** Ongoing
*** Proficiency

WRITING SKILLS CONTINUUM, GRADES 6-9

WRITING SKILLS	INTRO. LEVEL	6	7	8	9
Uses margins in writing assignments	*1	**	----	----	----
Meets standards of legibility and speed in manuscript and cursive writing	*3	**	----	----	----
Spells one-syllable words with the VC final e spelling pattern, as plate, use, mile	*2	***			
Spells common words with variant sounds of /c/ and /g/ as cat and cent, gentle and go	*2	***			
Writes the letters that spell the initial sounds in a given word using the following consonant blends: bl, br, cl, cr, dr, fl, gl, gr, pl, pr, sk, sl, sm, sn, sp, st, tr	*2	***			
Spells words with variant vowel sounds of /o/ as in ball, saw, caught: /oo/ as in food, moon, pool; /oo/ as in book, foot, stood	*3	***			
Spells words with silent consonant: kn, wr, gn	*3	***			
Writes the letters that spell the initial and final sound in a given word using the following consonant digraphs: ch, ph, sh, th, wh, ck, ng	*3	***			
Writes the letters that spell the sound in a given word using the following vowel digraphs: /ai/as in paid, /ay/ as in play, /ea/ as in each, /ee/ as in meet, and /oa/ as in boat	*3	**	**	***	
Writes the letters that spell the initial sounds in a given word using the following three-letter consonant blends: scr, spl, str, spr	*3	***			

* Introduced
** Ongoing
*** Proficiency

WRITING SKILLS CONTINUUM, GRADES 6-9

WRITING SKILLS	INTRO. LEVEL	6	7	8	9
Spells common words with sounds of diphthongs /oi/ as in choir, /oy/ as in toy, and /ou/ as in hour	*4	**	**	**	***
Spells correctly words controlled by r as in /ar/ star, /er/ her, /ir/ bird, /ur/ fur, /or/ for	*4	**	***		
Spells words with soft endings, as /el/ shovel, /le/ single, /al/ special	*4	**	**	***	
Spells correctly the number names through 100	*1	***			
Spells words with final y changed to i before adding es, as in cries, flies	*2	**	***		
Spells verbs with ing, where the final consonant is doubled, as in running, patting	*2	**	***		
Spells verbs with ing in which the final e is dropped, as in write -- writing	*2	**	***		
Spells past tense forms of verbs with ed ending, as walked, cleared, printed	*3	***			
Spells past tense forms of verbs with ed endings where the final consonant is doubled, as in dropped, spotted, batted	*3	**	***		
Spells past tense forms of verbs with ed endings where the final e is dropped, as noted, piped, cared	*3	***			

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 6-9

WRITING SKILLS	INTRO. LEVEL	6	7	8	9
Spells common contractions, as can't, I'd, I'll	*3	***			
Spells singular and plural forms of common open-form words, as ice cream, fountain pen	*4	**	***		
Spells common hyphenated compound words, as drive-in, brother-in-law	*5	**	**	***	
Spells correctly the plurals of common hyphenated compound words with nouns, as brothers-in-law	*5	**	-----	-----	-----
Spells correctly the plurals of common hyphenated compound words with verbs, as sit-ins, drive-ins			*	**	-----
Spells common abbreviations, as Mr., St., Jan., Mon.	*3	**	***		
Correctly spells high frequency words (see Minimum Standards For Writing)	*K	***			
Spells correctly frequently used words such as holiday words and seasons-of-the-year words	*1		***		
Spells correctly frequently used school and community words	*1				***
Spells correctly frequently used words in the content area	*4	**	-----	-----	-----

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 6-9

WRITING SKILLS	INTRO. LEVEL	6	7	8	9
Spells correctly common words containing ie, ei, as believes, receive, deceive	*4	**	----	----	----
Spells the singular and irregular plural of common nouns involving internal vowel changes, as man, men	*3	**	***		
Spells correctly common words remaining the same in singular and plural forms, as deer, sheep	*4	**	----	----	----
Recognizes and spells basic words of three or more syllables	*5	**	----	----	----
Recognizes and uses the patterns of words to divide words into correct syllables: VV (li/on), VCV (ti/ger), VCCV (pic/nic)	*5	**	----	----	----
Spells and uses correct homonym in sentence dictation	*4	**	----	----	----
Spells correctly the plural forms of nouns ending in f, fe, as thief--thieves, knife--knives	*4	**	**	**	***
Spells correctly the plural forms of nouns ending in o, as in tomato--tomatoes piano--pianos	*4	**	----	----	----
Spells correctly the superlative and comparative forms of adjectives, as easy, easier, easiest	*5	**	***		
Uses capital letters correctly in the following instances:					

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 6-9

WRITING SKILLS	INTRO. LEVEL	6	7	8	9
1. Proper nouns	*1	**	-----	-----	-----
2. Beginning of sentences	*1	**	-----	-----	-----
3. Pronoun "I"	*1	**	-----	-----	-----
4. Abbreviations	*2	**	-----	-----	-----
5. Initials	*1	**	-----	-----	-----
6. Titles (books, poems, reports, stories)	*1	**	***		
7. Titles of persons (Mother, Father, Aunt, Uncle)	*1	**	-----	-----	-----
8. Titles used in addresses or part of a proper name (President, General)	*1	**	-----	-----	-----
9. Proper adjectives	*3	**	-----	-----	-----
10. Names of languages and peoples	*3	**	***		

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 6-9

WRITING SKILLS	INTRO. LEVEL	6	7	8	9
11. Names of religions, religious organizations, political parties, specific clubs, and businesses	*4	**	***		
12. Abbreviations (military, professional titles, B. D. and A.D.)		*	**	----	----
Uses capital letters appropriately in outlines	*4	**	----	----	----
Capitalizes appropriately the heading, salutation, and closing of letters	*1	**	***		
Capitalizes appropriately the titles of newspapers, works of art, magazines, motion pictures, television programs, school subjects, and musical compositions		*	**	----	----
Employs the period correctly in the following instances:					
1. After statements	*1	**	----	----	----
2. After command sentences	*3	**	----	----	----
3. After numerals and latters in outline	*4	**	----	----	----
4. After dollars, before cents, and with decimals	*4	**	***		

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 6-9

WRITING SKILLS	INTRO. LEVEL	6	7	8	9
5. After initials	*3	**	***		
6. After abbreviations	*3	**	***		
Uses question mark and exclamation mark appropriately	*1	**	-----	-----	-----
Uses comma correctly in the following instances:					
1. Words, phrases, and clauses in a series	*1	**	-----	-----	-----
2. Consecutive adjectives					*
3. Appositive		*	**	-----	-----
4. Parenthetical expressions		*	**	-----	-----
5. Nonrestrictive clauses and phrases					*
6. Nouns of address	*3	**	-----	-----	-----

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 6-9

WRITING SKILLS	INTRO. LEVEL	6	7	8	9
7. Introductory words (yes, no, well)	*4	**	-----	-----	-----
8. Introductory clauses and phrases			*	**	-----
9. Between day of month and year, after greeting and closing of a letter, between names of cities and state	*2	**	-----	-----	-----
10. After last name when written first	*4	**	***		
11. To avoid misreading		*	**	-----	-----
Uses colon appropriately in the following:					
1. Time of day	*2	**	-----	-----	-----
2. Greeting in business letter	*4	**	***		
3. Introducing a list of items preceded by such words as as the following, as follows, or a number			*	**	-----
4. Bible chapters and verses				*	**

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 6-9

WRITING SKILLS	INTRO. LEVEL	6	7	8	9
5. Volume and page number					*
Uses a semicolon appropriately					
1. To join clauses of compound sentences when conjunction is omitted or when clauses contain commas			*	**	----
2. To separate a series of items containing commas				*	**
3. Before a conjunctive adverb joining clauses of a compound sentence				*	**
Underlines those words italicized in print in the following:					
1. Titles of books	*2	**	----	----	----
2. Titles of plays, magazines, newspapers		*	**	----	----
3. Titles of works of art, long musical compositions, and motion pictures				*	**
4. Names of ships, trains, and airplanes				*	**

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 6-9

WRITING SKILLS	INTRO. LEVEL	6	7	8	9
5. Words, letters, signs referred to as such or used as illustrations					*
6. Foreign words					*
Uses quotation marks appropriately in the following instances:					
1. Exact words of speaker	*4	**	----	----	----
2. Titles of articles, essays, short stories, short poems, chapters	*5	**	----	----	----
3. Single marks for a quotation within a quotation			*	**	----
4. Titles of radio and television programs and songs				*	**
5. Slang words and words used in a special sense					*
Uses periods and commas inside quotation marks	*5	**	----	----	----
Uses semicolon and colon outside quotation marks		*	**	----	----

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 6-9

WRITING SKILLS	INTRO. LEVEL	6	7	8	9
Uses question mark appropriately with quotation marks					*
Uses hyphen					
1. With compound numbers (twenty-one through ninety-nine)	*4	**	***		
2. With certain compound words (e.g., mother-in-law)	*4	**	***		
3. To syllabicate words that are divided at the end of a line	*4	**	-----	-----	-----
4. With compound words and fractions used as modifiers		*	**	-----	-----
Uses apostrophe with:					
1. Possessive singular nouns	*2	**	-----	-----	-----
2. Contractions	*3	**	***		
3. Possessive plural nouns	*3	**	-----	-----	-----

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 6-9

WRITING SKILLS	INTRO. LEVEL	6	7	8	9
4. Plural of letters, figures, and words used as words (and's, the's)			*	**	-----
5. Omission of numerals in a date such as '78				*	**
6. Omission of letters in words other than contractions				*	**
Uses indenting and paragraphing appropriately					
1. Heading and closing in a letter	*2	**	***		
2. Beginning of a paragraph	*2	**	***		
3. Outlining	*4	**	-----	-----	-----
4. Conversation (for each change of speaker)	*5	**	-----	-----	-----
5. Bibliography			*	**	-----
6. Footnotes			*	**	-----

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 6-9

WRITING SKILLS	INTRO. LEVEL	6	7	8	9
Uses appropriate verb tense (present and past)	*1	**	***		
Uses appropriate noun form (singular or plural; regular or irregular)	*K	**	***		
Uses appropriate form of singular possessive nouns	*1	**	-----	-----	-----
Uses correctly formed negative statements (refers to double negative)	*2	**	***		
Uses correct word order (adjective, noun, verb, adverb)	*1	***			
Uses plural possessive pronouns (our, ours, their, theirs, your, yours)	*1	***			
Uses simple predicate to agree with simple subject	*1	***			
Identifies the functions of words (simple subject, simple predicate)	*2	***			
Uses plural possessive nouns	*2	**	-----	-----	-----
Uses appropriate helping and main verb combinations	*2	**	***		

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 6-9

WRITING SKILLS	INTRO. LEVEL	6	7	8	9
Uses comparative and superlative forms of adjectives appropriately such as fewer, fewest, better, best, more beautiful, most beautiful	*2	**			
Uses the appropriate demonstrative pronoun (this, that, these, those)	*2	**	***		
Uses appropriate inflectional endings to express verb tense and number (ing, ed, s, es, d, t)	*2	**	***		
Combines sentences by using compound subjects or compound predicates	*3	**	***		
Expands sentences by using simple modifiers	*3	***			
Writes a simple command sentence	*3	***			
Changes statements into questions and commands	*3	**	***		
Recognizes four parts of speech (nouns, verbs, adjectives, adverbs)	*3	**	**	***	
Uses simple future tense in sentences	*3	**	**	***	
Recognizes and completes sentence fragments	*4	**			

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 6-9

WRITING SKILLS	INTRO. LEVEL	6	7	8	9
Recognizes and corrects run-on sentences	*4	**	-----	-----	-----
Recognizes and composes the noun-verb sentence	*4	**	***		
Recognizes inverted order of subject and predicate in sentences	*4	**	**	***	
Distinguishes between contractions and possessives	*4	**	**	**	***
Recognizes prepositional phrases	*5	**	***		
Recognizes linking verbs	*5	**	***		
Recognizes simple coordinating conjunctions	*5	**	**	***	
Distinguishes among sentences according to meaning (declarative, imperative, interrogative, exclamatory)	*5	**	**	**	***
Recognizes and builds the noun-verb-direct object sentence	*5	**	-----	-----	-----
Recognizes and builds the noun-verb-adverb sentence	*5	**	-----	-----	-----

* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 6-9

WRITING SKILLS	INTRO. LEVEL	6	7	8	9
Recognizes and composes the noun-linking verb-predicate noun or predicate adjective sentence	*5	**	----	----	----
Uses the noun of address	*3	**	**	***	
Recognizes interjections		*	**	***	
Changes word order of sentence (sentence variety)		*	**	----	----
Expands or shortens the subject and predicate		*	**	----	----
Makes predicate agree with subjects of varying complexity (compound subjects, collective nouns, and sentences beginning with "there," "where")		*	**	----	----
Uses pronouns in the nominative and objective cases		*	**	----	----
Uses the appositive in a sentence		*	**	----	----
Recognizes and composes the noun-verb-indirect object-direct object sentence			*	**	----
Uses the perfect tense of verbs			*	**	----

* Introduced
** Ongoing
*** Mastered.

WRITING SKILLS CONTINUUM, GRADES 6-9

WRITING SKILLS	INTRO. LEVEL	6	7	8	9
Recognizes subordinating conjunctions			*	**	-----
Distinguishes between dependent and independent clauses in sentences			*	**	-----
Classifies and builds sentences according to structure (simple, compound)			*	**	***
Makes pronoun and antecent agree			*	**	-----
Recognizes correlative conjunctions				*	**
Recognizes and corrects comma splices				*	**
Recognizes and composes complex sentences				*	**
Recognizes and corrects misplaced modifiers				*	**
Recognizes and uses noun, adjective and adverbial clauses in sentences				*	**
Writes compound-complex sentences					*

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* Introduced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 6-9

WRITING SKILLS	INTRO. LEVEL	6	7	8	9
Recognizes the function of verbals and verbal phrases					*
Recognizes and corrects dangling participles					*
Recognizes restrictive and nonrestrictive clauses					*
Changes compound sentences to complex sentences					*
Writes sentences in chronological order, using a series of three to five facts	*2	***			
Writes topic sentence for a paragraph on a given topic	*4	**	-----	-----	-----
Selects and limits a topic		*	**	-----	-----
Develops a thesis statement for an essay				*	**
Structures an outline by using the topic outline method	*4	**	-----	-----	-----
Structures an outline using the sentence outline method			*	**	-----

* Intro[illegible]ced
** Ongoing
*** Mastered

WRITING SKILLS CONTINUUM, GRADES 6-9

WRITING SKILLS	INTRO. LEVEL	6	7	8	9
Adapts writing to different audiences and purposes		*	**	----	----
Proofreads for language structure and mechanics in own writing	*2	**	----	----	----
Edits paragraphs by deleting nonsupporting sentences	*5	**	***		
Edits compositions by deleting irrelevant material					*
Strengthens paragraphs by adding supporting material			*	**	----
Strengthens compositions by adding supporting material					*
Proofreads and edits compositions other than his own		*	**	----	----

APPENDICES

EVALUATING WRITING

- Non-Graded Writing
- Holistic Evaluation
- Peer Editing

AUDIO-VISUAL MATERIALS

RECOMMENDED READING FOR TEACHERS

EVALUATING WRITING

The Language Arts Curriculum Guide, Grades 7-12, places a heavy emphasis on types and forms of composition. Teachers are faced with a commitment to teach more writing to classes that are often larger than they should be, resulting in an almost unbearable paper load. In addition, many teachers not only feel insecure about teaching composition, but also feel very unsure about making valid judgments in scoring compositions. The committee has made an effort to assemble some practical, easy-to-use suggestions for evaluating student writing and for dealing with the paper load.

NON-GRADED WRITING

"Timed" Writing: Have students write the first five minutes of class every day in a notebook. This can be slightly structured activity (interpretation of or reaction to a quotation, for instance) or highly unstructured. On Friday, the students select one of the writings, revise it, and submit it for a grade. They have written four short compositions but the teacher only evaluates one.

Journal Writing: One very effective way to help students overcome the fear of writing and develop fluency and confidence is to introduce them to journal writing. Have students use a notebook and allow some time periodically to write in their journals. There are many ways to approach journal writing. On Monday, students might be asked to write a special kind of entry all week: descriptive entries; reactions to current school, local or national topics; autobiographical entries; plans for the future; problems and concerns or character sketches of friends or relatives; etc. Occasionally, the students should be encouraged to share some of their entries with other class members. Perhaps journal entries can be used as the basis for a composition assignment that will be evaluated. A teacher can quickly check once a week and determine whether students are writing. Journal writing can be a means of discovering oneself and of refining ideas.

HOLISTIC EVALUATION

Holistic evaluation involves looking at compositions as a whole. As stated by the Educational Testing Service, "The basic assumptions of holistic rating are that each of the factors involved in writing skills is related to all the others and that no factor can be separated from the others. Readers must judge each essay as a whole; they must read each paper for the impression its totality makes." A widely used holistic rating scale, adapted from a scale developed by Paul B. Diederich, follows on page 354.

There are many forms of holistic evaluation, but one that is probably best known is Primary Trait Scoring. (The writing sample on the Louisiana Writing Assessment is evaluated by readers using Primary Trait Scoring.) Guides for Primary Trait Scoring focus the rater's attention on just those features of a piece of writing which are relevant to the specific task assigned: to the special blend of audience, speaker role, purpose, and subject required by that kind of discourse and by the particular writing assignment. Diederich's rating scale can be adjusted to reflect Primary Trait Scoring. For example, if a process theme is being evaluated, Ideas and Organization should be weighted heavily on the scale. All other items on the scale would be considered secondary traits.

Teachers often have some difficulty in making decisions about the points to be assigned on the rating scale. The ideas presented in "Determining the Merit of a Paper" should assist teachers as they make judgments. If students are given their own copy of these explanatory remarks, they will have a clearer understanding of the grade assigned to each composition.

Sources: Grammar and Writing, Grade 12 (Teacher's Annotated Edition). Macmillan Publishing Co., Inc., New York.

Charles R. Cooper and Lee Odell. Evaluating Writing. State University of New York at Buffalo.

RATING SCALE

(Adapted from Paul B. Diederich)

General Impression	Low		Middle		High
Ideas	1	2	3	4	5
Organization	2	4	6	8	10
Word Choice	1	2	3	4	5
Style	1	2	3	4	5
Form					
Grammar and Usage	2	4	6	8	10
Punctuation, Capitalization	1	2	3	4	5
Spelling	1	2	3	4	5
Manuscript Form	1	2	3	4	5

TOTAL______________

Grading: A suggested grade distribution is as follows:

10 - U

11 - 19 - D

20 - 25 - C-

26 - 35 - C

36 - 45 - B

46 - 50 - A

(Notice that students are less likely to receive a U using this scale.)

DETERMINING THE MERIT OF A PAPER

I. General Impression

1. Ideas

High: The student has given some thought to the topic and writes what he really thinks. He discusses each main point long enough to show clearly what he means. He supports each main point with arguments, examples, or details; he gives the reader some reason for believing it. His points are clearly related to the topic.

Middle: The paper gives the impression that the student does not really believe what he is writing or fully understand what he means. His points are not clearly explained. He writes what he thinks will sound good.

Low: It is hard to tell what points the student is trying to make. He does not explain his points, only asserts them or repeats them. He does not bother to check his facts.

2. Organization

High: The paper starts at a good point, has a sense of movement, gets somewhere, and then stops. The paper has an underlying plan that the reader can follow. Main points are treated at greatest length or with greatest emphasis, others in proportion to their importance.

Middle: The organization is standard and conventional. There is usually a one-paragraph introduction, three main points each treated in one paragraph, and a conclusion that often seems tacked on. Trivial points are treated in too great detail and there is material that should be left out.

Low: This paper starts anywhere and never gets anywhere. The main points are not clearly separated from one another and come in random order.

3. Word Choice

High: The writer shows an interest in words and in putting them together in slightly unusual ways. Some of his experiments with words may not quite come off, but this is such a promising trait in a young writer, that a few mistakes may be forgiven. He uses words correctly, but also with imagination.

Middle: The writer uses tired old phrases and hackneyed expressions. He says things the same way as anyone else. He sometimes uses a big word when a little word would serve his purpose better.

Low: The writer uses words carelessly and inexactly. His vocabulary is childish.

4. Style

High: The writer seems sincere; he writes about something he knows. You could not mistake this writing for the writing of anyone else. He does not put on airs.

Middle: The writer tries to appear wiser than he really is. He uses lofty sentiments and broad generalities. He tries to sound impressive.

Low: The thoughts of the writer are those of an uneducated person who does not realize how bad they sound. Sometimes the unconscious revelation is so touching that we are tempted to rate it high on flavor, but it deserves a high rating only if the effect is intended.

II. Form

5. Grammar and Usage

High: The paper contains no vulgar or "illiterate" errors in usage by present standards of informal written English, and there are very few errors in points that have been discussed in class. The sentence structure is usually correct.

Middle: There are a few serious errors in usage and several in points that have been discussed in class, but not enough to obscure meaning. There are occasional errors in complicated patterns: errors in parallelism, subordination, consistency of tenses, references of pronouns, etc.

Low: There are so many serious errors in usage and sentence structure that the paper is hard to understand.

6. Punctuation, Capitals, Abbreviations, Numbers

High: There are no serious violations of rules that have been taught. Note that one need not require commas after short introductory clauses, around nonrestrictive clauses, or between short coordinate clauses unless their omission leads to ambiguity or makes the sentence hard to read. Contractions are acceptable.

Middle: There are several violations of rules that have been taught.

Low: Basic punctuation is omitted or haphazard, resulting in fragments, run-on sentences, etc.

7. Spelling

High: Since there is insufficient time to make full use of the dictionary, spelling standards should be more lenient for papers written in class than for papers written at home. There are usually no more than 5 misspellings, and these occur in words that are hard to spell. If a poor paper has no misspellings, it gets a high rating on spelling, even if no difficult words are used.

Middle: There are several spelling errors in hard words and a few violations of basic spelling rules.

Low There are so many spelling errors that they interfere with comprehension.

8. Manuscript Form

High: The handwriting is clear, attractive, and well spaced, and the rules of manuscript form have been observed.

Middle: The handwriting is average in legibility and attractiveness. There may be a few violations of rules for manuscript form if there is evidence of some care for the appearance of the page.

Low: The paper is sloppy in appearance and difficult to read. It may be excellent in other respects and still get a low rating on this quality.

The above is adapted from research by
Paul B. Diederich, Educational Testing
Service, *Measuring Growth in English*.

PEER EDITING

Some form of peer editing can substantially reduce the number of errors on student papers and allow teachers to spend less time in grading final copies of student work. One way to use peer editing is to divide the class into groups of four or five. Using compositions from the group, have the students read and edit using correction symbols and the form on page 360 developed by Dr. Frank O'Hare. Editor No. 1 might look at ideas and organization; Editor No. 2 might check mechanics; Editor No. 3 might examine sentence structure and usage. Correction symbols can be placed in the margin in three different colors of ink and a summary statement by each editor placed on the editorial page attached to the paper. Through this process, students develop editing skills and receive better grades on their revised papers. Original copies, editorial sheets, and final papers are collected by the teacher, but only the final papers are evaluated.

(Students will need to be trained initially to do peer editing with short compositions and with very specific directions about proofreading.)

SOURCE: How To Handle The Paper Load
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

Post-Writing Editorial Advice

Author: ______________________

Title: ______________________

Date: ______________________

EDITORS	SUMMARY STATEMENT
NO. 1	
NO. 2	
NO. 3	

(Form Adapted from Frank O'Hare)

CORRECTION SYMBOLS

1.	c	(1) capital letter needed or (2) capital unnecessarily used
2.	sp	mistake in spelling
3.	p	mistake in punctuation
4.	¶	new paragraph needed
5.	no ¶	new paragraph not needed
6.	mar	faulty margin
7.	head	heading incorrectly placed or incomplete
8.	ill	illegible handwriting
9.	syl	syllabication (word incorrectly or poorly divided)
10.	F	fragment (not a complete sentence)
11.	RO	run-on sentence
12.	voc	vocabulary (poor word choice)
13.	abb	(1) incorrect abbreviation or (2) no abbreviation permissible
14.	K	clumsy or awkward construction
15.	?	not clear
16.	#	more space needed between words
17.	∧	something omitted
18.	agr	agreement (pronoun with antecedent, verb with subject)
19.	u	faulty usage (nonstandard, slang)
20.	gr	faulty grammar
21.	t	wrong tense of verb
22.	✓	good point or good writing
23.	₰	leave out

HINTS FOR HANDLING GRADING

1. As you need a set of papers, sort them into three piles: average, above-average, below-average As you review the papers in each pile, subdivide them as follows:

   Above-Average: Assign a grade of A to approximately the top third.

   Average: Rate as C or C-.

   Below-Average: A grade of U or F may be given to the bottom third.

   In an upper level class, the three divisions may stand for A, B, and C with no paper receiving below a C.

2. If a student is concerned about a grade of D or F (or even C, if upper level), let him write another paper on a similar topic. Let the grade recorded be the higher of the two.

3. If a paper is so poorly written that it needs to be redone, it may help to assign, instead, a second paper on a different topic in the same category.

4. Proofreading, revision, and evaluation of papers is greatly facilitated if students skip lines as they write their compositions.

5. Students who prefer to remain anonymous, may register a pseudonym with the teacher and use it on papers that are peer-edited.

6. After a certain number of peer-editing sessions, the teacher can then assign papers to be read by one editor per paper with the editor receiving a grade for his ability to evaluate or proofread effectively.

AUDIOVISUAL MATERIALS

Louisiana State Department of Education

The following materials can be obtained by writing to Ms. Gayle Clement, Supervisor, Audiovisual Education, P. O. Box 44064, Baton Rouge, Lousiana 70804.

1. Educational Film Catalog, Bulletin No. 1406 (Revised)

   This catalog lists all films currently housed in the eight regional film libraries in the state. Instructions for ordering are in the introductory section of the catalog. There is no charge for using these films. A copy of this catalog should be available in the library of each school in the state.

2. An Annotated Bibliography of 16mm Films for use with Children's Literature, published by the University of Southwestern Louisiana.

3. Teaching Basic Skills with Film!, Learning Corporation of America.

   The publication is a handbook of ideas and lesson plans for elementary and secondary teachers.

INSTRUCTIONAL TELEVISION (ITV)

Order the following materials from the ITV Coordinator, Louisiana Department of Education, 626 North Fourth Street, Baton Rouge, Louisiana 70804. (These materials are updated or revised annually.)

1. 1981-1982 Teacher's Handbook, Bulletin 1629

   This book is a guide to ITV's daytime instructional programming. It is designed to help teachers select and make the best use of programs relevent to their instructional goals.

2. ITV Basic Skills Matrix, 1981-82

   This publication correlates the basic skills in the content areas to the 1981-82 ITV Broadcast schedule.

3. ITV 1981-82 Broadcast Schedule Poster

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RECOMMENDED READING FOR LANGUAGE ARTS TEACHERS

Arthur, Bradford. *Teaching English to Speakers of English*. New York: Harcourt Brace Jovanovich, Inc. 1973.

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Brazil, James, and Koch, Carl. *Strategies for Teaching the Composition Process*. Urbana, Illinois: National Council of Teachers of English, 1978. (117 pp.)

Brown, Joseph, et al. *Free Writing! A Group Approach: Toward a New and Simple Method of Learning and Teaching Writing*. Rochelle Park, New Jersey: Hayden Book Company, Inc., 1977.

Carpenter, Patricia A., and Just, Marcel Adam. *Cognitive Processes in Comprehension*. Hillsdale, New Jersey: Lawrence Erlbaum Associates, 1977.

Clapp, Ouida H., ed. *On Righting Writing: Classroom Practices in Teaching English 1975-1976*. Thirteenth Report of the Committee on Classroom Practices. Urbana, Illinois: National Council of Teachers of English, 1975. (126 pp.)

Clapp, Ouida H., ed. *Teaching the Basics Really! Classroom Practices in Teaching English 1977-1978* Urbana, Illinois: National Council of Teachers of English, 1977. (158 pp.)

Coakley, Carolyn Gwynn, and Wolvin, Andrew D. *Listening Instruction*. A Theory and Research Into Practice Monograph. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills and Falls Church, Virginia: Speech Communication Association, 1979. (48 pp.)

Dagher, Joseph P. *Writing: A Practical Guide*. Boston: Houghton Mifflin Co., 1976.

Davis, James S. *A Concept of Writing Process*. Cedar Rapids, Iowa: Grant Wood Area Education Agency.

Diederich, Paul B. *Measuring Growth in English*. Urbana, Illinois: National Council of Teachers of English, 1974.

Dillard, J. L. *Black English: Its History and Usage in the United States*. New York: Random House, Inc., 1973.

Friedman, Paul G. *Listening Processes: Attention, Understanding, Evaluation*. Washington, D. C.: National Education Association, 1978.

Gere, Ann Ruggles, and Smith, Eugene. *Attitudes, Language, and Change*. Urbana, Illinois: National Council of Teachers of English, 1979. (105 pp.)

Geuder, Patricia, et al., eds. *They Really Taught Us How to Write*. Urbana, Illinois: National Council of Teachers of English, 1974. (146 pp.)

Graves, Donald H. *Balance the Basics: Let Them Write*. New York, Ford Foundation, 1978.

Griffin, Claudius W. "The Decline in Writing Ability--What the Secondary Teacher Needs to Know How To Teach." Paper read at Annual Meeting of the Conference on College Composition and Communication, 1977, Kansas City, Missouri. Mimeographed. (10 pp.)

Hall, Mary Anne. The Language Experience Approach for Teaching Reading: A Research Perspectiveve. Second Edition, Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills and Newark, Delaware: International Reading Association, 1977.

Hillocks, George, Jr. *Observing and Writing*. An ERIC/RCS Theory and Research Into Practice Monograph. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills and National Council of Teachers of English, 1975. (30 pp.)

Laffey, James L., and Shuy, Rager. *Language Differences: Do They Interfere?* Newark, Delaware: International Reading Association, 1973. (186 pp.)

London Board of Education. *Listening/Speaking Skills Booklet; Kindergarten to Grade Eight*. 1978. (142 pp.)

Lundsteen, Sara W., Ed. *Help for the Teacher of Written Composition (K-9): New Directions in Research* Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills and National Conference on Research in English, 1976. (77 pp.)

Lundsteen, Sara W. *Listening: Its Impact at All Levels on Reading and the Other Language Arts*. Revised Edition. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills and National Council of Teachers of English, 1979. (170 pp.)

Newkirk, Thomas. Grammar Instruction and Writing: What Does the Research Really Prove? Durham, New Hampshire: University of New Hampshire, 1977. (23 pp.)

Pooley, Robert C. The Teaching of English Usage. Urbana, Illinois: National Council of Teachers of English, 1974.

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Smith, Donald E. A Technology of Reading and Writing: Volume 3. New York, New York: Academic Press, 1977.

Standford, Barbara Dodds, and Stanford, Gene. Learning Discussion Through Games. New York: Scholastic Book Services, 1969.

Weaver, Carl H. Human Listening: Processes and Behavior. Indianapolis: Bobbs-Merrill, 1972.

Weaver, Constance. Grammar For Teachers: Perspectives and Definitions. Urbana, Illinois: National Council of Teachers of English, 1979. (171 pp.)

Wheeler, Thomas C. The Great American Writing Block: Causes and Cures of the New Illiteracy. New York: The Viking Press, 1979.

Wood, Barbara Sundene, ed. Development of Functional Communication Competencies: Grades 7-12. Urbana, Illinois: ERIC Clearinghouse on Reading and Communication Skills, and Annandale, Virginia: Speech Communication Association, 1977. (27 pp.)